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ABSTRACT

The state of Washington requires a master's degree for new teachers to receive continuing education certification and allocates substantial salary incentives for experienced teachers to complete master's degrees. This document reports on a study that focused on supply and demand issues related to graduate education for teachers in the state of Washington. Statewide surveys provided specific information with respect to teacher characteristics, teacher interests, program characteristics, and other factors influencing the supply and demand balance such as enrollment, alternative certification, and admissions standards. Three distinct themes emerged: (1) how to increase the number of openings available in graduate programs; (2) the location of degree programs for a more or less placebound population; and (3) the content of graduate programs. Informants' suggestions formed the basis for policy recommendations to the legislature and the higher education community. Appendices provide the survey form for teachers, requested majors by groups, important characteristics by groups, important considerations and teacher comments, survey form for institutional data, institutional enrollment and degree data, enrollment by Educational Service District (county and city), and a survey form for institutional plans. (LL)

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MASTER'S DEGREES FOR TEACHERS:

A STUDY OF SUPPLY AND DEMAND

January, 1991

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A STUDY OF SUPPLY AND DEMAND

January, 1991

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PREFACE

This study was requested by the Higher Education Coordinating Board and conducted by Dr. Jane C. Sherman, Policy Associate, of the HECB staff. Comments or requests for additional copies should be addressed to the author at the HECB, 917 Lakeridge Way, Mail Stop GV-11, Olympia, WA 98501.

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EXECUTIVE SUMMARY

After August 31, 1992 a master's degree will be required for new teachers to receive continuing teacher certification in the state of Washington. In addition, the state salary allocation schedule already provides a substantial incentive for experienced teachers to complete master's degrees.

The Higher Education Coordinating Board has undertaken a study of the impact of these factors on graduate education for teachers. The study utilized a statewide survey of teacher characteristics and preferences, a survey of all institutions offering master's degrees for teachers within the state, and information provided by OSPI, OFM, and other agencies and organizations to examine the supply and demand issues related to master's degrees for teachers. An advisory committee composed of teachers, deans of colleges of education, and representatives of state policy groups, agencies, and education associations provided advice, information, discussion, and direction.

The major findings of the study are:

- that there are approximately 1,700 current teachers who need the master's degree to meet certification requirements,
- that there may be nearly 10,000 teachers interested in entering master's degree programs within the next five years in order to advance in their careers, or an average of close to 2,000 per year,
- that the need for very large numbers of master's degree opportunities is a temporary phenomenon which will drop off as the current demand is met,
- that the education sector of the graduate system, particular among the private institutions, is expanding rapidly to meet a portion of the need, but that the public institutions appear to be stretched near their limits,
- that the current capacity of the public and private higher education system can probably handle the short- and long-term demand for master's degree programs for those teachers requiring the degree specifically for certification,
- that measures are available which, if undertaken at this time, can significantly enhance the capability of the institutions of higher education to respond to the current need for master's degree programs for teachers, but that additional funds will be needed to implement many of these measures,

- that teachers, as a whole, are a relatively placebound population who need a larger proportion of graduate programs available near where they live and work, and at times that are compatible with their schedules, and

- that while practicing teachers and institutions differ about the relative importance of various current components of graduate study, it is possible to create programs which respond to teachers' interests while maintaining high standards of quality in graduate education.

Specific information generated by this study included projections of the number of teachers interested in pursuing master's degrees, their preferences in characteristics of programs, time formats, and fields of study, and potential barriers to participation. The study also examined the current availability of master's degree programs, including the number served in each city where such programs are provided and institutional plans to expand or alter their offerings. The following items summarize some of the data.

TEACHER CHARACTERISTICS

- Of all classroom teachers, 32% already have master's degrees. Of the 28,804 teachers without master's degrees, more than 6,000 are currently enrolled in master's degree programs.

- Of the teachers in the survey sample who are not enrolled in a program, approximately 40% express an expectation of entering a program within the next five years. While it is possible to project this response from the survey sample to the whole population of teachers who are without degrees and not enrolled in a program, this generalization should be used cautiously. It suggests that approximately 9,665 teachers may be interested in entering programs within the next five years, for an annual average of nearly 2,000.

- Only 5.9% of the survey sample do not expect to attain continuing certification by 1992. Again, cautiously generalizing to the relevant population suggests that around 1,699 current teachers will need to begin a master's degree program for certification purposes within the next two years. Most of the 1,699 are included in the 9,665 who expect to enter master's degree programs in the near future.

TEACHER INTERESTS

- 52% of the respondents indicated an interest in a master's degree in an area other than education. Teachers expressed a desire for a degree in programs as diverse as international relations, mathematics, Asian studies, music, drama, English, political science, geology, engineering, and so forth.

- Teachers are interested in a number of time formats for program delivery. They are most enthusiastic about formats combining evening, weekend, and summer scheduling.

- Teachers are most interested in master's degrees which are relevant to their experience, and which are specifically designed to enhance their performance as teachers.

PROGRAM CHARACTERISTICS

- There are currently around 6,000 teachers enrolled, mostly part-time, in graduate programs. This is a substantial increase over even a year ago, when the number was closer to 4,000. The majority of the expansion has come from the private institutions. Public institutions are operating under enrollment caps in state supported programs, while self-sustaining programs are limited by quality, hiring, and accreditation considerations.

- Last year approximately 1,400 students received master's degrees in education and related fields, up from around 1,000 the previous year.

- Within the last two years, graduate programs for teachers have become much more widely distributed geographically. There remain, however, significant portions of the state where rural areas are unserved and urban areas are underserved.

OTHER FACTORS

- There are other factors which will influence the supply and demand balance to some degree. These include potential increases in K-12 enrollment, which will necessitate adding more teachers to the pool of those needing or wanting degrees; alternative certification which could slightly reduce the demands on pre-service teacher education programs; retirements of current teachers; and the increasing availability of MIT degrees, which reduces the need for teachers to obtain master's degrees while teaching.

CONCLUSIONS AND RECOMMENDATIONS

Three major issues emerged from this study of graduate education for teachers. The first is the question of how to increase the number of openings available in graduate programs to match the number of students who need or want to avail themselves of such programs. This question must be addressed on both a short term basis for the large group of teachers interested in the degree for career enhancement, and on a longer term basis for the smaller group of teachers entering the public school system each year.

The second question is the location of degree programs for a more or less placebound population. Some rural areas with sizable numbers of teachers remain essentially unserved, while some urban areas are significantly underserved.

The third question deals with the content of graduate programs currently offered or being developed for teachers. Teachers are asking for programs that are relevant, practical, and directly applicable to their role in the classroom. Institutions are concerned that master's degrees maintain their identity as more intellectually rigorous and more theoretically oriented than bachelor's degrees or a fifth year program. Synthesis needs to be found in viewing graduate education for teachers as preparation for their role in the schools of the next century--as thoughtful problem solvers, leaders in system change, and experts in the diversity of ways in which children develop and learn.

RECOMMENDATIONS

The recommendations outlined below are intended to focus the attention of the Legislature and the higher education community on the critical importance of providing master's degrees for teachers over the next few years, while recognizing the limited financial resources of the state. These recommendations are consistent with the Board's long-range enrollment plan and its 1991-93 budget recommendations.

A. Recommendations to the Legislature:

1. The Board endorses the policy of meeting the current demand for master's degrees for teachers at the rate represented in Figure 7, with a goal of completion no later than 1999-2000.

2. The Board recommends that the Legislature fund incentive grants through the proposed Fund for Excellence program in order to develop a limited number of outstanding, collaborative programs among institutions and with the K-12 system which are responsive to the needs and interests of teachers.

3. The Board recommends that the Legislature consider the graduate education interests of teachers by funding the requested level of branch campus FTE's.

4. **The Board recommends that the Legislature fund the requested enhancement of the WHETS system to expand the distance learning opportunities for teachers as well as others.**

5. The Board recommends that the Legislature expand the Conditional Teacher Scholarship program to enhance the opportunity to attend graduate school for teachers who need a master's degree to meet certification requirements.

B. Recommendations to institutions:

1. Institutions should adapt graduate programs in departments other than education to the needs of teachers--e.g., combinations of evening, weekend, and summer courses for a master's degree program in biology, political science, arts, etc.

2. Institutions should re-examine and revise their graduate programs for teachers to ensure that they are preparing teachers to be full participants in the process of redefining and restructuring public education as leaders, problem solvers, system development specialists, and experts in child development and learning.

3. Institutions should ensure that their graduate programs for teachers are relevant, are of high quality, and exemplify excellent teaching.

4. Institutions should increase current offerings in master's degree programs for teachers to the extent necessary to meet the demand by 1999-2000, as shown in Figure 7, provided that the Legislature funds the institutional budget requests.

5. The Board encourages the private institutions to continue to expand their programs to the extent they are reasonably able to do so.

6. Institutions should collaborate across public/private and higher education/K-12 lines to develop programs, including summer institutes, site-based programs, and other innovations.

7. The higher education consortium for telecommunications should coalesce around the need for graduate programs for teachers and move as rapidly as possible to develop and deliver appropriate programming. One example would be programs including one-third each of common telecommunications courses, regular faculty from various institutions teaching on-site, and summer programs on campuses.

8. Institutions should consider cooperating with community colleges, as well as with public school entities, to build short-term programs at a variety of sites, utilizing faculty from all sectors as collaborative teams.

PART I

OVERVIEW

A. INTRODUCTION

After August 31, 1992 a master's degree will be required for continuing teacher certification for K-12 teachers in the state of Washington. As that year approaches, two of the questions haunting both policy makers and teacher educators are:

- How many teachers will want to be enrolled in master's degree programs in 1992 and the ensuing years?

- To what degree are the state's institutions of higher education prepared to respond to the demand for master's degree programs?

Each question generates numerous related questions designed to tease out the specifics of both supply and demand of master's degrees for teachers.

Interested parties, including the Governor's Office, the Legislature, the Office of Superintendent of Public Instruction, the Washington Education Association, the institutions of higher education, the State Board of Education and other professional and policy making groups, have examined these questions from various perspectives. Nevertheless, most of the people involved agree that there is not enough information available to be comfortable with the decisions that must be made.

The current situation brings to mind the months before the eruption of Mount St. Helens in 1980. Some experts predicted that an explosion of monumental proportions was imminent. Others agreed that an explosion was likely, but believed that it would be moderate, continuing to spew and fume for some time into the future. Still others expected the eruption to be small and easily containable, or perhaps barely discernable. Meanwhile, the lack of any known way to collect reliably predictive data complicated planning efforts and ensured that no matter what the outcome, it would be unexpected to many people.

In an effort to place sensing devices, such as they are, closer to the source of the potential eruption, the Higher Education Coordinating Board has undertaken a study of supply and demand issues in the matter of master's degrees for teachers.

B. BACKGROUND

In 1987, the Legislature approved major changes in K-12 teacher certification requirements which had been proposed by the Governor. The requirements affect teachers who have not received continuing certification by August 31, 1992. Teachers with continuing certification before that date never need to obtain a master's degree, unless they wish to do so for salary enhancement or for professional development.

Until 1992, continuing certification can be achieved by:

1. completing two years of at least half-time teaching (not substitute teaching) for the same employer while holding an initial certificate (the State Board of Education has recently changed this requirement to one year, specifically to allow more teachers to complete continuing certification requirements before the 1992 deadline), and

2. completing 45 additional quarter hours (30 semester hours) of upper division and graduate course work, including additional endorsements.

After August 31, 1992, all teachers holding only initial certification must be enrolled in a master's degree program within two years of that certification, and must complete the program within a maximum of seven years after initial certification in order to receive continuing certification.

In addition to the statutory requirement, there are incentives for more experienced teachers to earn a master's degree as well. The Legislature has recently attached substantial monetary incentives to the achievement of the master's degree (in contrast to collecting an equal number of graduate credits) in the school funding allocation model. Many school district contracts have begun to reflect this inducement, which can amount to $4,000 or more per year.

One of the major unanswered questions is whether very large numbers of fully certified teachers without master's degrees will now want to enter degree programs, even though they are not required to do so by law. Clearly, the salary allocation scale is intended to induce that very behavior. The size and interests of this group have seldom been factored into any realistic discussion of the supply of master's programs.

At the same time, public higher education institutions are faced with strict enrollment limits, and all are currently operating at the full capacity allowed by those limits. The ability of the system to respond to additional demand for graduate degrees has also not been clear and is an equally critical piece in this puzzle.

The study undertaken in response to these questions utilized a statewide survey of teacher characteristics and preferences, a survey of all institutions offering master's degrees for teachers within the state, and information provided by OSPI, OFM, and other agencies and organizations to examine the supply and demand issues related to master's degrees for teachers. An advisory committee composed of teachers, deans of education departments, and representatives of state policy makers, agencies, and education associations provided advice, information, discussion, and direction. The results of this study will also be incorporated into the HECB's Graduate Education Study to be submitted to the Board in May, 1991.

C. SCOPE OF THE STUDY

The results of the study are reported in the four following sections. Part II of this report analyzes the results of a statewide survey of teachers who do not have master's degrees. Their current level of participation in master's degree programs, their expressed interest in entering such a program, and their preferences about programs were of particular interest.

Part III describes the array of master's degree programs for teachers currently offered around the state. Public, private, and out of state institutions were all included in this survey. Each location and the number of students served there are included in order to build a statewide picture of the availability of degree programs. Also included are the short term plans and long term thoughts and ideas of specific institutions for offering different types, numbers, or configurations of master's degrees for teachers.

Part IV covers various other factors that will influence either the supply of or the demand for master's degrees. Included in this category are the K-12 enrollment projections for the next few years, which have a potential impact on the number of new teachers needed by the system. Similarly, teacher retirement trends will influence the number of beginning teachers brought into the system. The projected availability and popularity of Masters in Teaching and Master of Arts in Teaching will be a factor in the long term demand for in-service master's degrees. Legislative initiatives, such as alternative certification or local master's degrees may have an impact, as well.

Finally, Part V discusses conclusions that can be drawn from the information presented and suggests recommendations about various ways to address the issues under consideration.

PART II

TEACHER SURVEY

A. DESCRIPTION OF THE SAMPLE

A statewide mail survey (see form, Appendix A) of teachers was undertaken to learn more about both quantitative and qualitative aspects of the potential demand for master's degrees by practicing teachers. Demographic data was supplied by the Office of Superintendent of Public Instruction. According to that information, there are 41,971 classroom teachers in the state (Table 1). Because of the very large numbers in the population, the decision was made to survey only classroom teachers without master's degrees. Charts 1 and 2 show the location of the teachers without master's degrees by county and by Educational Service Districts (ESD's -- see Figure 1 for geographical locations). A category of Near/Far is also included on Chart 2. For purposes of this study "Near" is defined as including all counties in which a public or private four-year institution or branch campus which provides master's degree programs to teachers is located. "Far" is defined as counties in which no such institution is located, and which are, therefore, presumed to be "far" from any campus-based program (see Figure 2).

Of the 28,804 teachers (68%) identified as not having a master's degree, 1500 were selected by randomly sampling 5.2% of the eligible teachers in each local school district. The 53% rate of return, or 797 respondents, was extremely high for a mail survey. In addition to the educated and homogeneous nature of the sample group, this was clearly an issue that struck a chord with survey recipients.

Table 1

All Classroom Teachers	41,971
Teachers without Master's Degree	28,804 (69% of total)
Survey Recipients	1,500 (5.2% of eligible)
Survey Respondents	797 (53% of recipients)

CHART 1

******** TEACHERS WITH ********
**** BACHELOR DEGREE ONLY *****

	COUNTY	FREQUENCY [1]	PERCENT [2]	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
1	Adams	157	0.5	157	0.5
2	Asotin	120	0.4	277	1.0
3	Benton	806	2.8	1083	3.8
4	Chelan	364	1.3	1447	5.0
5	Clallam	355	1.2	1802	6.3
6	Clark	1029	3.6	2831	9.8
7	Columbia	40	0.1	2871	10.0
8	Cowlitz	480	1.7	3351	11.6
9	Douglas	186	0.6	3537	12.3
10	Ferry	61	0.2	3598	12.5
11	Franklin	289	1.0	3887	13.5
12	Garfield	22	0.1	3909	13.6
13	Grant	523	1.8	4432	15.4
14	Grays Harbor	531	1.8	4963	17.2
15	Island	295	1.0	5258	18.3
16	Jefferson	130	0.5	5388	18.7
17	King	7350	25.5	12738	44.2
18	Kitsap	1254	4.4	13992	48.6
19	Kittitas	145	0.5	14137	49.1
20	Klickitat	163	0.6	14300	49.6
21	Lewis	527	1.8	14827	51.5
22	Lincoln	114	0.4	14941	51.9
23	Mason	283	1.0	15224	52.9
24	Okanogan	276	1.0	15500	53.8
25	Pacific	162	0.6	15662	54.4
26	Pend Oreille	83	0.3	15745	54.7
27	Pierce	3807	13.2	19552	67.9
28	San Juan	60	0.2	19612	68.1
29	Skagit	500	1.7	20112	69.8
30	Skamania	62	0.2	20174	70.0
31	Snohomish	2657	9.2	22831	79.3
32	Spokane	1915	6.6	24746	85.9
33	Stevens	189	0.7	24935	86.6
34	Thurston	1157	4.0	26092	90.6
35	Wahkiakum	22	0.1	26114	90.7
36	Walla Walla	292	1.0	26406	91.7
37	Whatcom	681	2.4	27087	94.0
38	Whitman	193	0.7	27280	94.7
39	Yakima	1524	5.3	28804	100.0

[1] *Frequency is the number of teachers without master's degrees in each county.*

[2] *Percent is the proportion of the state's teachers without master's degrees who are located in that county.*

CHART 2

******** TEACHERS WITH ********
**** BACHELOR DEGREE ONLY *****

ESD	FREQUENCY [1]	PERCENT [2]	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
101	2712	9.4	2712	9.4
105	1669	5.8	4381	15.2
112	1756	6.1	6137	21.3
113	2660	9.2	8797	30.5
114	1739	6.0	10536	36.6
121	11157	38.7	21693	75.3
123	1569	5.4	23262	80.8
171	1349	4.7	24611	85.4
189	4193	14.6	28804	100.0

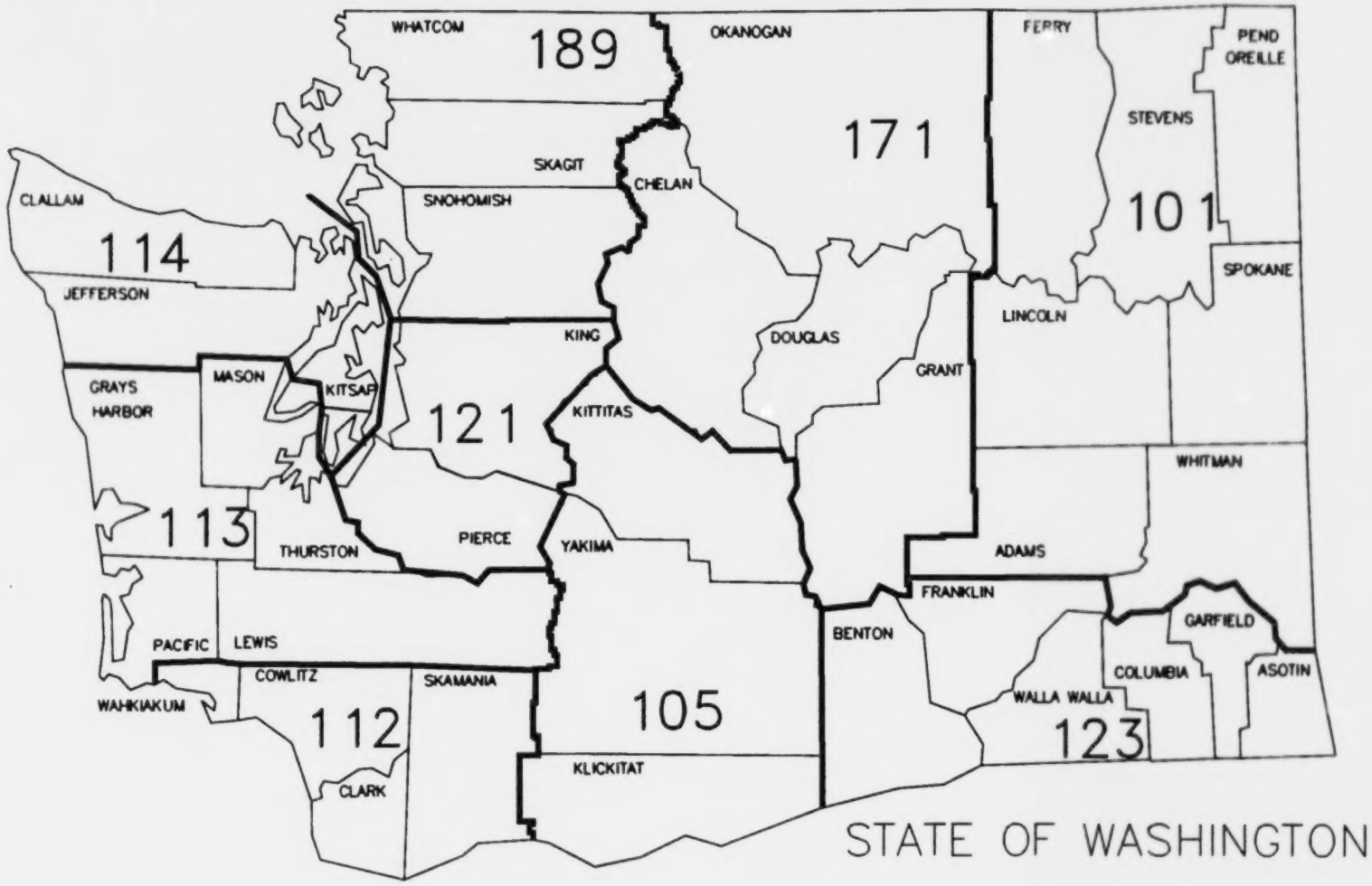
NEARFAR	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
FAR	10598	36.8	10598	36.8
NEAR [3]	18206	63.2	28804	100.0

[1] *Frequency is the number of teachers without master's degrees in each ESD.*

[2] *Percent is the proportion of the state's teachers without master's degrees who are located in each ESD.*

[3] *Near counties include Benton, Clark, Cowlitz, Franklin, King, Kittitas, Pierce, Skamania, Spokane, Thurston, Walla Walla, Whatcom, Whitman, Yakima. All others are defined as 'Far'. (See Figure 2)*

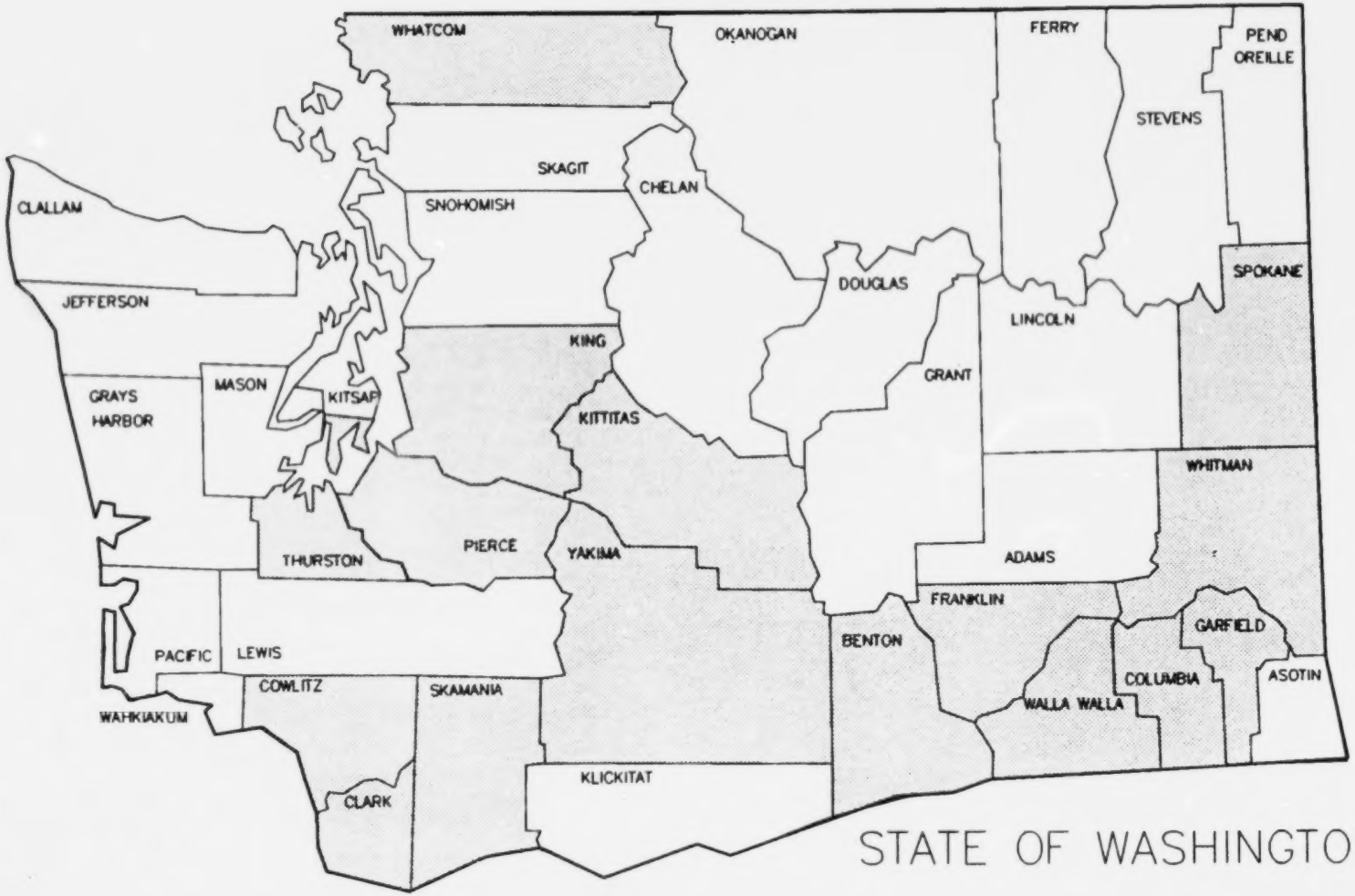
FIGURE 1



Educational Service Districts

HECB (1/7/91)

FIGURE 2



STATE OF WASHINGTON

All shaded counties are defined as "near" four year institutions or branch campuses

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The following discussion about the issues raised in the survey is based on the responses of the 797 individuals who completed and returned survey forms. While that is a statistically valid sample number, generalizations to an entire population of teachers should be made with caution. Respondents were self-selecting in the sense that individuals with a certain response set--e.g., those interested in pursuing a master's degree--may have been much more inclined to complete the survey than were others.

Location. The location of the population of all teachers without master's degrees was compared to the location of the survey sample and to that of the survey respondents, both by Educational Service District (ESD) and by county. There was an extremely close match among the percent of all eligible teachers, the percent of the sample, and the percent of respondents in each location. It can, therefore, be assumed that there is no major local or regional bias in terms of who responded to the survey.

Level. Preschool teachers were represented by 1.5% of the respondents. Elementary teachers made up 55.1% of the sample; middle/junior high teachers, 15.3%; high school 22.7%; and others (such as those who teach special education, art, etc. at more than one level) accounted for 5.4%. In other words, roughly 56.6% of the respondents currently teach at the elementary levels, while 38% teach at secondary levels, and 5.4% teach across more than one level.

Experience. The respondents show an experienced teaching force across the state (Table 2). Nearly 80% of them have been teaching for over five years, and almost 40% for over 15 years. Only 2.3% of the respondents have been teaching for less than two years.

Similarly, 85.7% expect to teach for six or more additional years. Only 2.2% expect to teach for one more year or less, while 13% of the respondents expect to leave teaching within the next five years, an average of 2.6% each year. These figures are consistent with those projected for retirements by OSPI. Applying these percentages to the statewide numbers results in the projection that around 5,456 teachers will be expected to leave teaching in the next five years, or 1,091 per year, based on their current plans.

Table 2

Years Teaching		Years Expecting to Teach	
0-1 years	2.3%	0-1	2.2%
2-5 years	17.7%	2-5	10.8%
6-15 years	41.0%	6-15	48.5%
over 15	38.8%	over 15	37.2%

Certification. Of the 797 teachers who responded to the survey, slightly more than 80% already hold continuing certification (Table 3). The other nearly 20% have only initial certification. Only 5.9% of the respondents still expect to be without continuing certification by 1992. Generalizing that percent to the whole population of teachers suggests that approximately 1,699 of the state's current teachers do not now expect to have continuing certification by 1992. These teachers, along with new teachers hired for 1991-92 will comprise the initial group required by state law to earn the master's degree for continuing certification eligibility (see Figure 3 for distribution by ESD).

Table 3

CURRENT AND EXPECTED CERTIFICATION STATUS

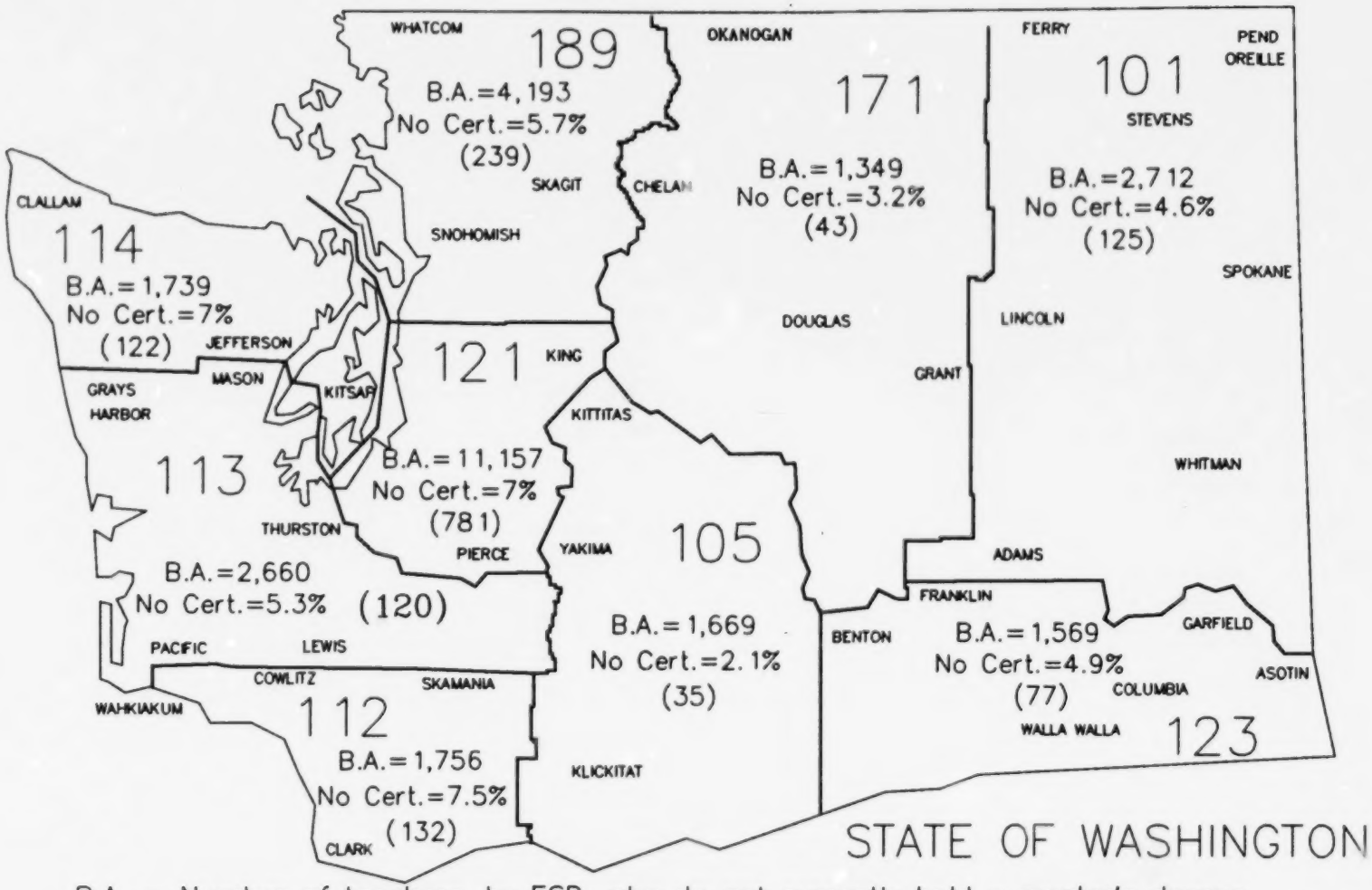
Currently Have Continuing Certification	80.2% (23,100)
Currently Have Initial Certification	19.8% (5,703)
Do Not Expect Continuing Certification by 1992	5.9% (1,699)

NOTE: Numbers in parentheses are projected from the percent of respondents and should be used with caution.

Graduate Credits. Many of these teachers already have large numbers of graduate credits, with 20% having 135 or more. Almost half of the respondents have 90 graduate credits, and only 25% of them have less than 50 credits.

Current Enrollment. Slightly less than 18% of all respondents indicate that they are currently enrolled in a master's degree program at the present time. Using this figure to generalize to the population being studied suggests that around 5,110 teachers are currently enrolled at some stage of their master's degree program. Conversely, it suggests that approximately 23,694 of the teachers who do not have master's degrees are not yet enrolled in a program to attain one. Teachers living on the west side of the state are slightly less likely to be enrolled in a program (16.6%) than teachers in the east (23.0%). While the sheer number of available programs in the west may make this disparity appear unlikely, it must be remembered that nearly 75% of all the teachers in the state are also located in the fifteen western counties.

FIGURE 3



B.A. = Number of teachers, by ESD, who do not currently hold a master's degree

No Cert. = Percent of responding teachers who do not expect to have continuing certification by 8/31/92. (Number in parentheses is projected from this percent of respondents and should be used with caution)

HECB (1/7/91)

Among the Educational Service Districts, ESD 101 had the highest percent of respondents who are currently enrolled (35%), while ESD 105 had the lowest (12%). The number of respondents from each ESD is not large enough to presume too much on these differences, but the size of the disparity is interesting (Figure 4).

Teachers with more years of experience are also less likely to be currently enrolled. Only 12% of the respondents with more than 15 years of experience indicate participation in a master's degree program, while 28% of respondents with five years experience or less are currently working toward a degree. Responding teachers with 6-15 years of experience show an enrollment rate of 19%.

B. TEACHERS' PLANS AND PREFERENCES

The remainder of the survey was devoted to questions concerning the respondents' interest in enrolling in a master's degree program and the characteristics of a program to which they might be attracted. One question also asked about perceived barriers to participation in such a program.

Plans to Enroll. Those not enrolled in a program were asked the likelihood of entering such a program within the next five years (Table 4). Of those responding to this question, 40.8% indicated that they were likely or almost certain to begin a master's degree program within that time frame. Another 39.1% said they were not very or not at all likely to begin degree studies, while 20.1% did not know. Cautiously generalizing this percent to the population not enrolled points to a figure of around 9,665 teachers who are currently planning to undertake, within the next five years, studies leading to a master's degree (Figure 5).

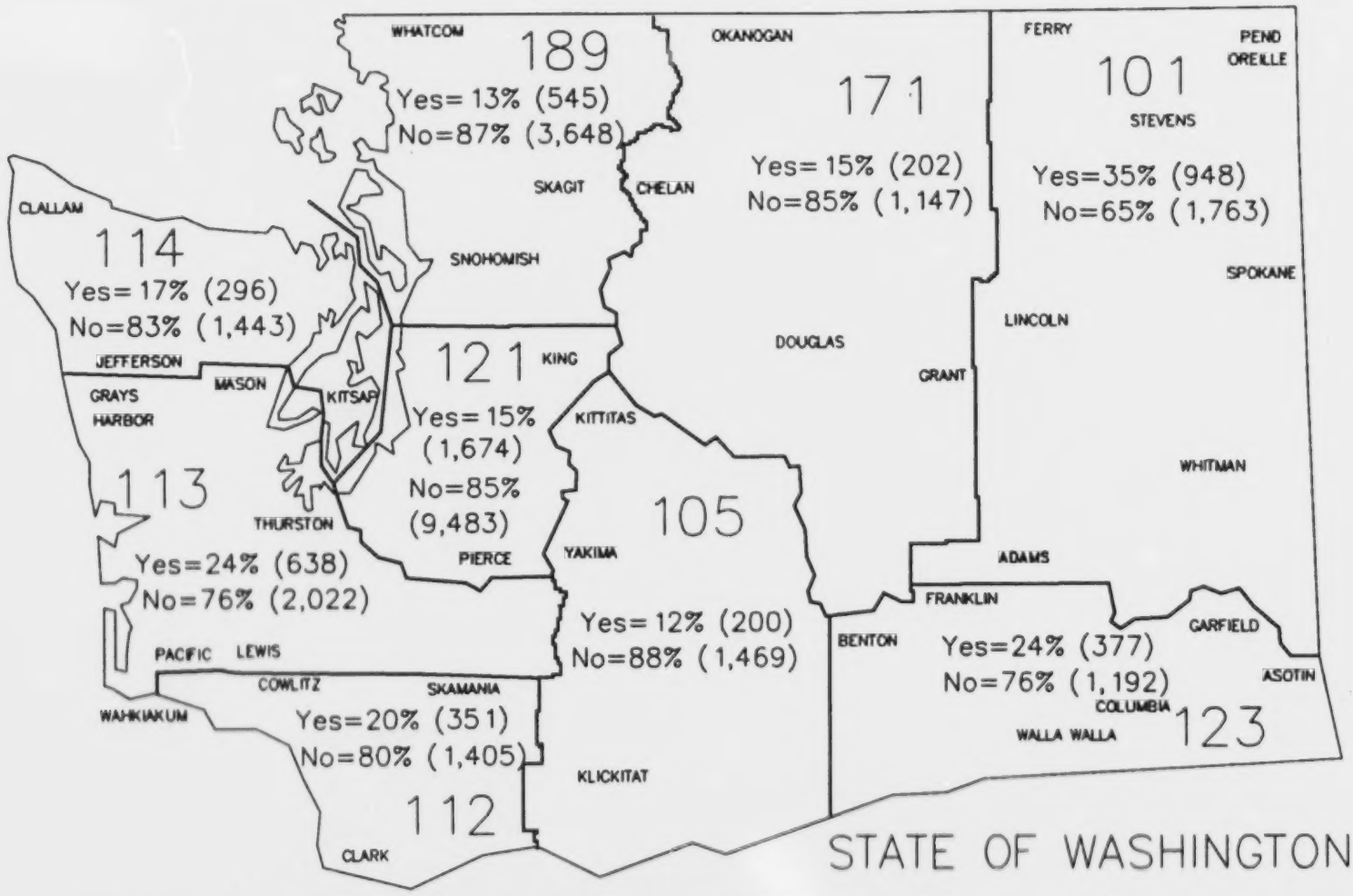
Table 4

LIKELIHOOD OF BEGINNING A MASTER'S DEGREE PROGRAM WITHIN THE NEXT FIVE YEARS

Almost Certain	23.1% }	40.8% (9,665)
Likely	17.7% }	
Don't Know		20.1% (4,762)
Not Very	20.5% }	39.1% (9,264)
Not At All	18.6% }	

NOTE: *Numbers in parentheses are projected from the percent of respondents and should be used with caution.*

FIGURE 4

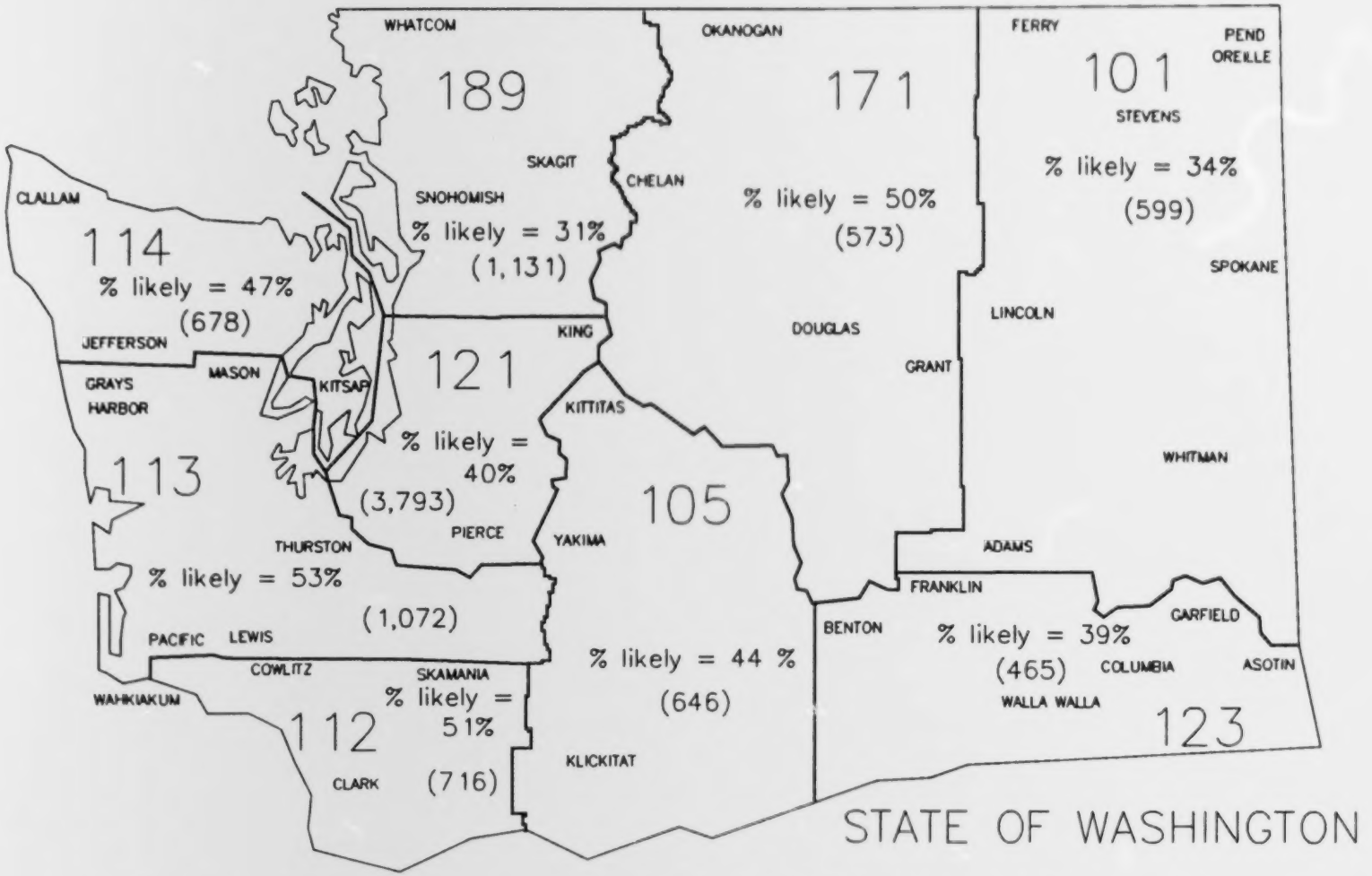


Percent of responding teachers reporting current enrollment in a master's degree program in each ESD

(Number in parentheses is projected by applying the above percent to the number of teachers without master's degrees in the ESD and should be used with caution)

HECB (1/7/91)

FIGURE 5



Approximate number of teachers by ESD "likely" or "almost certain" to enroll in a master's degree program within 5 years. (Number in parentheses is projected from the percent of survey respondents in each group--must be used with caution)

HECB (1/7/91)

It is a well known phenomenon that more people will express interest or intent than will actually follow through with enrolling in a program. Institutions report a pre-enrollment drop-off of up to 50% or more, depending on various factors. In addition, a multitude of considerations--from a new master's program being offered in the area, to a move, to financial reverses or good fortune, etc.--will affect the plans of many of the respondents. As far as can be determined for the present, however, it might be said that around 10,000 practicing teachers seem to be planning or hoping to enroll in a master's degree program in the very near future.

There were no differences in the response to this question between teachers located "near" to or "far" from institutions, or on the east or west side of the state. Differences among ESD's are presented as a point of interest, but must be interpreted with caution because of the low numbers of respondents from smaller ESD's (Table 5). There are no significant differences in likelihood of enrolling based on the level at which the respondent teaches.

Table 5

TEACHERS "LIKELY" OR "ALMOST CERTAIN" TO ENROLL

ESD	Percent	Projected Number
101	34%	599
105	44%	646
112	51%	716
113	53%	1,144
114	47%	678
121	40%	3,793
123	39%	465
171	50%	573
189	31%	1,131

The most dramatic difference among groups responding to this question is related to the number of graduate credits already accumulated. Of teachers with 45 or fewer

graduate credits, 67% are in the group most likely to enroll in a master's program. Among teachers with over 135 graduate credits, only 14% expect to enroll (Table 6).

Table 6

TEACHERS' EXPECTATION OF ENROLLING
BY CURRENT NUMBER OF GRADUATE CREDITS

Graduate Credits	Percent Likely/Almost Certain to Enroll
0-45	67%
46-90	48%
91-135	22%
over 135	14%

As would be expected, there are similarities between the responses grouped by graduate credit and those based on years of experience. Teachers who have been in the field for five years or less are much more likely to indicate a strong interest in enrolling in a program than more experienced teachers. Teachers who have been practicing for more than 15 years are much less likely than other groups to be interested in a master's program (Table 7).

Table 7

TEACHERS EXPECTATION OF ENROLLING
BY YEARS OF TEACHING EXPERIENCE

Years of Experience	Percent Likely/Almost Certain to Enroll
0-1	67%
2-5	68%
6-15	49%
16+	21%

Field of Study. Teachers were then asked, "In what area or field of study would you like to earn a master's degree?" Responses were coded into the following fifteen areas. When more than one area was listed, the first one was coded on the assumption that it was the most preferred choice of the respondent.

Table 8

FIELD	PERCENT OF SAMPLE	PROJECTED STATEWIDE
Education/Elementary Education/Curriculum	14%	3,317
Reading/Language Arts/Whole Language	12%	2,875
Art/Music/Drama/Creativity/Arts Education	7%	1,677
Science/Biology/Chemistry/Geology/Science Education	4%	959
Mathematics/Mathematics Education	3%	719
Special Education/School Psychology	9%	2,157
Library Science	2%	479
Physical Education/Health/Sports Administration	2%	479
English/Literature/Creative Writing/Speech	4%	959
School Administration	7%	1,677
History/Political Science/International Relations/Social Studies	5%	1,198
Counseling	5%	1,198
Early Childhood Education	7%	1,677
Business, Technology, Vocational	3%	719
Computers/Computer Education	4%	959

The most obvious observation is the diversity of interests expressed by this list. There are no programs listed by more than 14% of the sample as their first choice, and even that is a composite of several closely related programs.

Specific content areas, including the arts, sciences, mathematics, English and literature, and social sciences, were requested by a total of 30% of the sample. Another 23% requested programs in fields that could remove them from regular classroom teaching, including special education, library science, school administration, and counseling. Finally, 35% of the sample named programs in areas of or closely related to classroom teaching.

Other Majors. Several areas of study were each preferred by fewer than 1% of the responding teachers. The variety is interesting, however, and some of the selections fall into specific groupings. For example, five respondents identified master's degree programs that would clearly prepare them for work outside the school system, should they decide to change careers. The largest group of unusual responses was from teachers interested in non-traditional approaches to the learning situation. Titles reflecting multicultural and foreign language interests comprised the third set of selections. Finally, there is an eclectic collection of school-related topics simply suggested by too few individuals to include in the statistical analysis. The other majors mentioned are listed below.

Architecture
MBA (2)
Engineering
MSW

Thinking skills
Learning styles (4)
Cooperative learning (2)
Open education
Alternative education
Individual education
Developmental education (3)

English as a second language (3)
Multicultural education
Bilingual education
Bilingual psychology
Asian studies (2)
Spanish (4)
French (2)

Drug/alcohol education
Gifted & talented education (4)
Agronomy
Middle school (2)
Environmental education
Home & family life (3)
Anything but education

Requested Majors by Groups. There were no geographic differences in the types of programs requested. There were slight differences in areas of study requested related to likelihood of enrolling. There were substantial differences in the programs requested by respondents teaching at different levels. Teachers, as a whole, appear to be interested in fields that would be expected for that level. Additional information can be found in Appendix B.

Time Formats. Teachers were asked to identify which time formats for classes they preferred. They were not to prioritize them, but were instructed to check all of the choices that were acceptable to them, with the results shown in Table 9:

Table 9

TIME FORMATS ACCEPTABLE TO TEACHERS

Format	Percent Interested
Summers only	26%
Weekends only	15%
Part Telecommunications	30%
Partially self-directed	42%
Evenings only	13%
Academic year days	5%
Combination of evenings, weekends, & summers	75%

Clearly, teachers are most interested in a program that is offered year round, and at a variety of times. Teachers also expressed considerable interest in programs that would be partially self-directed, partly offered over some type of telecommunications system, and, to a somewhat lesser degree, programs offered only during the summer.

There were few significant differences among geographic regions in the responses to this question. Teachers on the east side of the state are slightly more open to telecommunications (34% to 28%), to self-directed course work (46% to 41%), and to evenings only programs (19% to 11%). Teachers located "far" from four-year institutions or branch campuses are slightly more interested in telecommunications courses (33% to 28%) and in the weekend only format (18% to 13%) than are teachers who are "near."

Characteristics of Programs. A series of choices were offered to respondents in which they could select whether various potential components of a program were "very," "somewhat," or "not at all" important. The elements in Table 10 are listed in order of priority assigned by the weighted scores of the respondent.

Table 10

CRITICAL ELEMENTS OF PROGRAMS

1. Practical strategies for classroom use
2. Classroom application of principles and theory
3. Emphasis on methods for effective teaching
4. Regular interaction with faculty and students
5. Exploration of current teaching models
6. In-depth understanding of a specialty area
7. Self-directed learning opportunities
8. Exploration of current curricular models
9. In-depth understanding of academic content area
10. Broad coverage of the teaching field
11. Understanding research methods and findings
11. Ability and opportunity to conduct own research
12. Emphasis on action research
13. Emphasis on theoretical basis for practice

In addition, respondents were given the opportunity to select the five elements which they considered to be the most important in a quality program. The five elements selected most often were the following:

1. Practical strategies for classroom use.
2. Emphasis on methods for effective teaching.
3. Classroom application of principles and theories.
4. Regular interaction with faculty and students.
5. Exploration of current teaching models.

The five items LEAST often selected as the most critical were:

1. Emphasis on theoretical basis for practice.
2. Emphasis on action research.
3. Ability and opportunity to conduct own research.
4. Understanding of research methods and findings.
5. Exploration of current curricular models.

It is apparent that the majority of teachers who responded to this survey are interested specifically in strategies for helping them to implement high quality teaching in their classrooms. They are, for the most part, clearly not convinced that study of the theory and research related to teaching will translate into more effective teaching. This is so

similar to the responses frequently heard from teachers in various parts of the state in other forums, that it seems safe to assume that the survey results accurately reflect the opinions of most teachers around the state.

It should not be overlooked, however, that significant minorities of respondents do not agree with the positions of the large majority. For example, 12% of the respondents indicated that "Understanding of research methods and findings" was among the five most important elements of a master's program, and 13% stated the same thing about the "Ability and opportunity to conduct own research." Using that 13% to generalize to the entire population of teachers without master's degrees, one could speculate that nearly 4,000 teachers believe that research is an extremely critical component of a graduate program.

Characteristics By Enrollment Status. In addition, there are some variations in expectations depending on a variety of factors. Teachers currently enrolled in programs are significantly more likely to rate the following factors as "very important" than are teachers not enrolled in graduate degree programs:

1. Emphasis on theoretical basis for practice.
   (enrolled--23%; not enrolled--10%)

2. Understanding of research methods and findings.
   (enrolled--31%; not enrolled--24%)

3. Regular interaction with faculty and students.
   (enrolled--81%; not enrolled--65%)

4. Exploration of current teaching models.
   (enrolled--81%; not enrolled--65%)

It is interesting to speculate whether teachers who have such interests are more likely to enroll in master's degree programs or whether participation in such programs leads to the interest. Unfortunately, answering such causation questions is beyond the scope of the survey. On the other hand, teachers who are not in a degree program are slightly, but significantly, more interested in self-directed learning opportunities (enrolled--52%; not enrolled--64%).

Other Factors. There were a number of other minor, but significant, differences in what respondents believed to be most important about graduate programs depending on the level at which they teach and the length of their experience as teachers. Details of these differences can be found in Appendix C.

Location. The survey asked respondents to mark the farthest they would be willing to travel for various types of course delivery formats. Respondents were requested to mark N/A if they would not be willing to attend that particular type of course at all. Table 11 shows the percent of respondents who endorsed each course format and distance.

Table 11

LOCATION AND COURSE FORMAT

	N/A	local district site	local ESD site	30 min. or less	30-60 min.	over 60 min.
summer courses	5%	9%	6%	34%	32%	14%
weekend courses	6%	14%	10%	30%	31%	8%
evening courses	6%	31%	12%	39%	12%	1%
telecommunications	38%	31%	11%	15%	5%	>1%
full-time day program courses	45%	8%	3%	22%	17%	5%

For summer or weekend courses respondents are about evenly divided in their willingness to travel "30 minutes or less" and "30-60 minutes." For evening courses teachers are willing to do less traveling, supporting mainly "local school district sites" or "30 minutes or less." While the largest percentage of teachers interested in telecommunications courses are willing to participate in them only as far from home as local district sites, an even larger proportion is not currently willing to participate in such courses at all.

The only group that varied significantly in their opinions of locations for delivery formats were respondents currently enrolled in master's programs and those not enrolled. The only question on which these two groups differed was in their willingness to participate in courses offered by telecommunications. Teachers currently enrolled were less receptive to this format (N/A=47%) than teachers not enrolled (N/A=36%).

Cost of Program. The survey included a question about the respondents' willingness to pay up to twice the current public university rate for the program they really wanted. Only 6% of the teachers answered affirmatively, while another 15% indicated that they did not know. The overwhelming negative response may be reflecting a "vote" rather than a realistic appraisal of what one is likely to do, since large numbers of teachers are, in fact, currently enrolled in private institutions. Twice as many teachers currently enrolled in programs checked "yes" on this question than did those not enrolled.

Table 12

WILLINGNESS TO PAY BY ENROLLMENT STATUS

	Yes	No	Don't Know
Enrolled	13%	74%	12%
Not Enrolled	5%	76%	18%

Barriers. Respondents were asked to indicate the importance of 12 possible "barriers" that might interfere with their ability or willingness to complete a master's degree program by checking "very," "somewhat," or "not at all" after each statement. The order in which the following items are listed indicates the relative importance of these items to the sample of responding teachers, by combined weights of "very" and "somewhat" important.

Table 13

BARRIERS TO ENROLLING

Priority of Statement		Percent Marking Very Important
1.	Cost of tuition and fees	68%
2.	Inconvenient scheduling	61%
3.	Distance of program from my home	47%
4.	Lack of direct usefulness to my job	49%
5.	Length of time to complete program	48%
6.	Lack of available financial aid	33%
7.	Faculty do not challenge or lack qualifications	21%
8.	Too near retirement to be worthwhile	14%
8.	I may not meet admissions requirements	10%
9.	Lack of support from spouse/family	7%
10.	Lack of evening/weekend child care	10%
10.	Lack of summer child care	10%

While all of these items are of interest, and the top four are discussed at greater length in the following section, one or two lower priority items are also noteworthy. The number of practicing teachers who may not meet the minimum GPA requirements for graduate study at public institutions has been raised as a concern. Respondents to this survey suggest that possibly 10% of all teachers are very concerned about this issue, and

expect it to be a barrier to their own entry into a program. Another 28% believe that this may be a "somewhat" important barrier. Estimates by public institutions range from 5% to 40% of their own graduates who would not be eligible by their individual institutional standards. On a statewide basis, the belief of 10% of the teachers that undergraduate GPA would be a substantial barrier to graduate study at many institutions is probably reasonably accurate. Projecting this figure to the total number of teachers without master's degrees suggests that around 3,000 teachers might have difficulty with graduate school entry standards.

Fourteen percent of the teachers believe that being "Too near retirement to be worthwhile" is a major barrier to a graduate degree program. Another 20% see this as "somewhat" important. Since 13% of the respondents do not expect to be teaching five years from now, many of them may not believe that, in that length of time, they can complete a degree program, plus the two years of teaching at the ensuing higher salary rate needed for the higher retirement income, before leaving the profession.

Important Considerations. Respondents were also asked to write a narrative answer to the question, "What is the most important consideration for you in selecting a graduate program?" Teachers responded with a large number of specific and forceful comments, examples of which are attached as Appendix D. Most of the statements fell into four broad categories, mirroring the first four barriers listed above.

Teachers are clearly concerned about the cost of graduate study. They point out that study for the **required** master's degrees must be undertaken when a teacher is at the lowest levels of the salary schedule. Some teachers contend that many business operations finance their employees' advanced education, and that teaching should be similarly viewed. Others suggest that salary levels are simply too low to expect them to pay $5,000 to $10,000 for a degree, especially when it frequently means foregoing other summer income. These considerations may be strong encouragement for new teachers to complete the master's degree before entering the field.

Teachers are concerned about scheduling of classes. Some of them are unhappy with summer programs that interfere with supplementary jobs or with plans for renewal and recuperation. Others point out that too many evening classes siphon off time and energy from their own teaching responsibilities. Too many weekend classes are also faulted for interfering with family and personal renewal time. Teachers seem to be asking for programs that can be completed in what they would consider a reasonably brief time period, using a variety of scheduling formats.

Many teachers commented on the distances they are required to travel to take evening or weekend classes. Distances to evening classes seem to be of the greatest concern and to pose the biggest barrier to participation. A number of teachers appear to believe that local programs offered within their districts are a realistic alternative to traveling to more central locations.

Finally, teachers are very concerned about the relevance of what they study to the real life world of the classroom. They are interested in further study, but only if they have confidence that their efforts will lead to higher quality teaching. There are complaints that some professors have not taught in a public school classroom for many years and do not understand the realities of teaching. Others are more concerned about the content of the program of studies. They believe that much of what they are being required to study is not related to their work. One consistent theme is that teachers are interested in high quality course work, by competent instructors.

C. CONCLUSIONS

The first obvious conclusion is the magnitude of the numbers. Ten thousand teachers may be interested in entering master's programs at the present time. By 1992, around 1,700 of those teachers, in addition to some portion of the approximately 2,500 entering the field between now and then, will need to enroll in master's degree programs in order to be eligible for continuing certification.

The teachers are interested in low cost, high quality programs, delivered in a variety of formats, within a distance that recognizes the placebound nature of their lives. For the most part, they are interested in practical strategies for improving their classroom performance, and are less interested in programs that emphasize theory or research. Teachers are interested in many different fields of education, and more than 85% of them may not be satisfied with a single generic education program.

Overall, the responses to the survey reveal apparent differences between teachers and the majority of institutions of higher education in their beliefs about what graduate education for teachers should include or emphasize. Most institutions place a great deal of importance on the items least valued by teachers. Higher education strongly believes that graduate education is distinguished from undergraduate education, in part, by the rigorous examination of the theoretical underpinnings of the field, by the ability--at a minimum--to understand and utilize in one's own practice the research findings of others, and by the intellectual maturing into a thoughtful problem-solver and leader in one's field.

If teachers' preferences were honored to the point of offering "graduate" programs consisting exclusively of practical classroom strategies, it could leave teachers largely isolated in individual classrooms, powerless to initiate and implement significant educational change. They would have a variety of strategies for teaching and managing students, but not the theoretical background for systematically inventing new strategies appropriate to unforeseen circumstances.

On the other hand, if institutions offer programs in which some components are outdated and irrelevant, if research is taught for its own sake as an isolated discipline, if theory is to be learned as information and not as a tool for solving problems, if teachers are prepared for the schools of the last century rather than the next, then we should not be surprised if teachers reject our wares.

These differences between practitioners in a field and the graduate faculties who train them are not unique to education, nor are they insurmountable. The current situation in this particular field, however, provides a fortuitous impetus to resolve some of these tensions. One useful perspective from which this effort could be undertaken is that of preparation of teachers for restructured schools and for the next century. Every description of the teacher needed in the schools our society envisions for the future includes the intellectual rigor, the theoretical maturity, and the leadership skills developed by the best available graduate programs. At the same time these qualities must be developed and utilized in the extremely demanding and totally practical context of the public school. Only by taking very seriously both aspects of the teacher's role, can graduate programs deliver what they purport to offer, and only then will teachers value them as a relevant resource.

PART III

PROGRAM SURVEY

In order to answer questions about what programs currently exist, where they are located, and how many graduates they produce, a survey was conducted of all institutions offering master's degree programs for teachers in the state of Washington.

HECB Degree Data. Higher Education Coordinating Board data show that 974 individuals received master's degrees in some field of education during 1988-89 in the state of Washington from an in-state institution. This is not a complete picture because it does not include teachers who earned M.A. or M.S. degrees in related fields or in content areas, nor does it include teachers earning degrees from out-of-state institutions which offer programs in Washington. Average annual FTE data are similarly limited.

Survey of Institutions. All institutions known to offer master's degrees to teachers in the State of Washington were contacted for information about current programs (Appendix E), including the following areas:

- Degree and title of each program
- Location of each program
- Whether it is on-going or time limited
- Enrollment at each location (1988-89 and 1989-90)
- Graduates (1989 & 1990) from each
- Regular/adjunct faculty mix
- Cost of tuition
- State or self-supporting

Table 14 summarizes the enrollment information for each institution. Detailed information, including MIT and similar programs, was compiled from the completed surveys and is presented in Appendix F. The data show a total 1989-90 statewide enrollment in master's degrees programs for teachers of approximately 5,816. Several new programs, with a total enrollment of at least 300 students, have been added for Fall of 1990, and others are beginning in Winter and Spring of 1991. A few of the time-limited programs, however, may have completed their cycles, and may no longer be in operation. One institution was not able to provide an enrollment figure for most of its programs, but listed 169 new admissions. It can be assumed that their total enrollment would be significantly higher.

The number reported by institutions is somewhat higher than that suggested by generalizing the teacher survey results to the entire population of teachers without master's degrees (5,110 teachers currently enrolled). Several factors may account for this discrepancy. Teachers already enrolled in programs may have been less likely to respond to the survey, as they would have less stake in its outcome. A small number of students in the programs reported by the institutions are not currently in the teaching force, although most of them have been and/or will be teachers. On the other hand, in spite of the instructions, one or two institutions may have reported all students taking classes during the year in question, rather than degree-seeking students enrolled in programs. The number reported by institutions will be used in this section.

Table 14

INSTITUTIONAL TOTALS: 1989-90 ENROLLMENT*
IN MASTER'S DEGREE PROGRAMS FOR PRACTICING TEACHERS

PUBLIC INSTITUTIONS

University of Washington	674
Washington State University	180
Central Washington University	342
Eastern Washington University	985
Western Washington University	522
TOTAL	**2,703**

PRIVATE INSTITUTIONS (IN-STATE)

Antioch College	50
City University (new fall '90--105)	0
Gonzaga University	386
Heritage College	430
Pacific Lutheran University	320
University of Puget Sound	160
St. Martin's College	79
Seattle Pacific University	350
Seattle University	239
Whitworth College	171
TOTAL	**2,167**

PRIVATE INSTITUTIONS (OUT-OF-STATE)

Lesley College	751
Northwest Nazarene College (new Fall '90--20)	0
University of Portland	195
TOTAL	**946**
GRAND TOTAL	**5,816**

*Does not include initial certification programs such as MIT's.

Program survey data show a 1988-89 enrollment total of 4,463, compared to 5,816 the following year. Given these figures, the one year expansion of the system appears to have been substantial. It should not be assumed that expansion can or will continue at that rate, however. While several institutions will continue to add sites, cohorts, or individual students, most of the public and some of the private institutions indicate that they have reached or will soon reach the limits of their ability to expand.

The total number of graduates reported by all of the surveyed programs during 1989 was 1044. The figure for 1990 is expected to be somewhat higher, or around 1,565. This represents an increase of 67% in degree production. Numbers of graduates should continue to increase dramatically for at least the next three years until students entering next year complete their degrees. Numbers of subsequent year graduates will depend on whether or how quickly the system continues to expand.

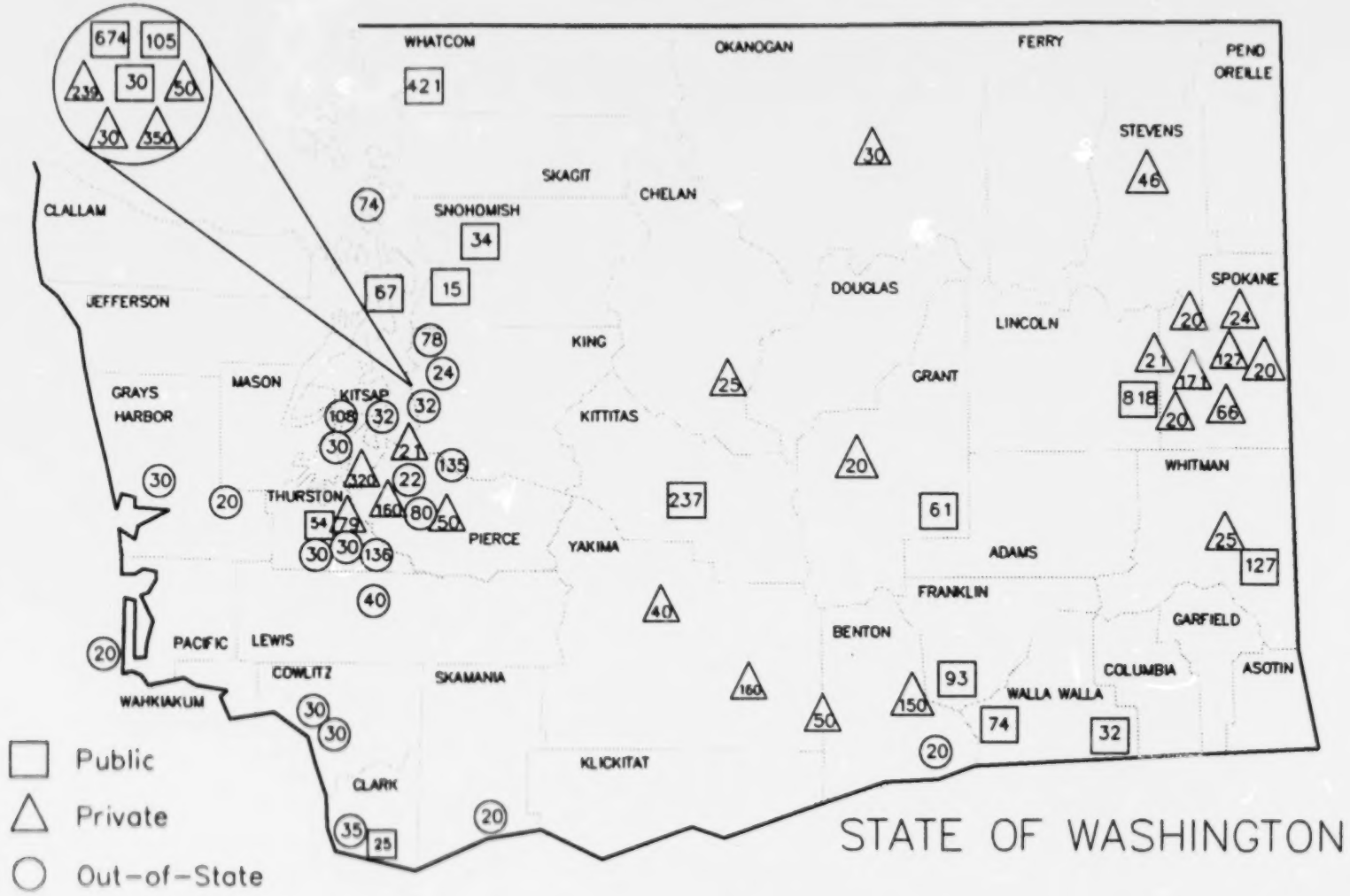
Distribution. Figure 6 shows the distribution pattern of master's programs for teachers throughout the state. Master's degrees are offered in 48 different cities in 23 of Washington's 39 counties. Public institutions serve 12 sites, private institutions serve 21 communities, and out of state institutions provide programs in 22 locations, with some overlap among the three. Appendix G lists approximate current (1990-91) enrollments by ESD, county, and city.

Plans for Master's Programs. Each institution was requested to provide information about its plans for the near future for master's degree programs for teachers (see survey form, Appendix F). The following information has been received:

University of Washington. UW expects to expand its master's degree program on campus by 100-150 students. In addition, given appropriate funding, each branch campus will eventually have a program of around 70 FTE students, which is very roughly the equivalent of 175 students at each branch campus. The possibility exists that UW could begin offering an initial certification program at the master's level, following a current review of the configuration of existing programs. Lacking authorization to increase the number of graduate students overall, such a move would reduce the number of graduate slots available for practicing teachers.

Washington State University. WSU plans to add 25 students in an M.Ed. in Elementary Education program in Tri-Cities and a similar number in a program for secondary teachers in Vancouver. The Pullman program could accommodate another 25 students, but few live within commuting distance. Funding for satellite course development and for WHETS would also contribute to the availability of courses leading to degrees. An integrated bachelor's-master's MAT program as its major vehicle for initial certification, admitting 250 students a year, is a possibility. Both Vancouver and Tri-Cities are expected to have MIT programs, enrolling at least 25 new students at each site per year, by 1992.

FIGURE 6



Distribution of current (1990-91) master's degree slots for teachers.
(Does not include MIT or similar degrees.)

HECB (1/7/91)

Central Washington University. CWU expects to add one off-campus program in Wenatchee. They anticipate initiating a five year MAT degree for most initial certification students, depending on enhanced state funding and the requisite approvals.

Eastern Washington University. EWU does not plan any further expansion in master's programs for teachers unless additional resources become available. They will offer programs at more sites as the current ones are completed. With funding they would be interested in distance delivery possibilities, an MIT program, inter-university coordination, more subject matter degrees and adding more site-based programs.

Western Washington University. WWU has expanded their off-campus programs by approximately 150 students for 1990-91. They apparently do not plan any more additions for the immediate future. WWU anticipates a significant growth in Masters in Teaching/Master of Arts in Teaching preparation programs, beginning by fall of 1991.

The Evergreen State College. TESC has just initiated an MIT degree as preparation for initial certification. TESC is phasing out its undergraduate teacher preparation program. They do not anticipate any additional changes in the immediate future.

Antioch University Seattle. Antioch expects to grow gradually, with a goal of admitting 40-50 students per year. They are initiating a graduate level teacher certification program in January of 1991 that will include the option of a master's degree program.

City University. CU expects to expand every term. By winter of 1991 they will have four new locations--Tacoma, Vancouver, Spokane, and Lake Washington--with an average of 30 students per site. In addition, the Mercer Island, Puyallup, and Wenatchee sites, averaging 30 students per site, are recently underway. In all, they expect to enroll approximately 210 new students in 1990-91.

Gonzaga University. Gonzaga has added 80 students at new sites this fall. They will continue gradual expansion, but will mainly move to new sites as current ones are completed. They will begin new cohorts at current sites as long as demand warrants.

Heritage College. Heritage has recently completed major program expansions. They plan to spend the near future evaluating current programs and ensuring quality at all sites.

Pacific Lutheran University. PLU is planning to join its M.A. in Reading degree and certification program in Learning Resource Specialist into a two-option M.A. program. Some very preliminary discussions are underway about the possibility of adding a master's level program for initial certification.

St. Martin's College. St. Martin's could expand by up to 40%, or about 30-40 students. They have recently been funded by a federal grant to develop an integrated B.A./M.Ed. program. It can be adapted to accommodate prospective teachers with bachelor's degrees in other fields, but they do not expect to add an MIT or similar degree.

Seattle Pacific University. SPU does not anticipate adding any additional programs or sites. They could expand their current M.Ed. programs by up to 20%, or around 70 additional students. They are considering an MIT degree, but question the reality of funding such an expensive program on tuition alone.

University of Puget Sound. UPS does not plan any expansion. They have a "no growth" policy established by the board of trustees in the early 1970's. They have recently initiated an MAT degree as a graduate degree leading to initial certification which they want to establish and refine.

Whitworth College. Whitworth has recently added an MIT program. They are expanding their graduate level counselor preparation program to include Saturday courses. They are interested in the possibilities presented by the telecommunications consortium.

Lesley College. Lesley College expects to continue its programs in the state at its current level of 750 students, but will be opening programs on the east side of the state (in Spokane and the Tri-Cities) in the winter of 1991, with the completion of some of the west side programs. They have no plans for additional growth.

Northwest Nazarene College. NNC began a program at Kennewick in the fall of 1990 with approximately 20 students. They expect that site to expand to 60 students by fall of 1992. They are interested in adding at least two other sites with similar numbers if interest warrants. They are also interested in the possibilities of telecommunications and other unusual formats.

University of Portland. UP is anticipating steady growth at all nine sites in Washington. They expect to enroll about 60 additional students during 1990-91. They do not immediately plan to expand to additional sites, however they may add an M.Ed. in School Counseling at selected sites if the state of Oregon approves their on-campus program.

Other institutions may also have made additions which were not noted on the survey forms because data were requested specifically for 1988-90. Many institutions expect to add new off-campus sites mainly as current programs are completed.

If all of the above plans were implemented, including maximum anticipated branch campus enrollment, it would mean approximately 1,000 additional teachers enrolled in graduate programs around the state in the near future.

CONCLUSIONS

It has been clear from the outset that this is a much bigger problem than public higher education can solve within its current resources. Public and private institutions have already been responsive to the rapidly expanding demand by teachers for master's degree programs. New sites are beginning operation every quarter. Sites that were intended to have a one-time program are starting new cycles. New ways to train teachers are being undertaken.

All of the public institutions and many of the privates are clear that they are now pretty much at the limits of their ability to expand. For the public institutions to expand much further will require adding regular faculty, which is not realistic on the limited and uncertain funds of self-sustaining programs. No major institution would, or should, be willing to unbalance its graduate school on a long term basis or decimate other programs in order to reallocate to Education the numbers of FTE's that would be needed. At the same time, conversations about teacher education at all levels need to be one of the central themes on all of our campuses right now. Creative and collaborative ways to meet some portion of the demand may emerge within the institution-wide context of examining teacher education as a whole.

An attempt to address any significant portion of the demand for master's degrees will require the widest possible variety of approaches and the support of all segments of the education and policy-making communities.

PART IV

SOME OTHER FACTORS INFLUENCING SUPPLY AND DEMAND

Enrollment. The Office of Financial Management has projected growth in enrollment in the K-12 system of over 100,000 between 1989 and 1993. The Office of Superintendent of Public Instruction predicts a substantial jump in the demand for new teachers which, they contend, the state is already experiencing. OSPI points to the fact that while the number of new teachers (including those re-entering after a hiatus and those hired from out of state) remained constant for 1986-87, 1987-88, and 1988-89 at approximately 1,800 per year, 1989-90 saw a 43% increase in one year to approximately 2,600. Strong anecdotal evidence from numerous districts supported the contention that the substitute pool was being drawn down to frustrating levels by the large number of hires into regular teaching positions.

There is not complete agreement about either the size, rate, or potential duration of the enrollment increases. These issues, as well as any strategies for addressing them, are outside the scope of this study. Suffice it to say that any substantial increase in the need for new teachers in the system could have at least two potential effects on the issue at hand.

On the one hand, larger than expected numbers of new teachers will increase the demand for master's degree programs, since many of these teachers will eventually need degrees to attain continuing certification, and all of them will need degrees for career advancement. If as many as 2,500 teachers enter the system each year, and if even one-half of them need or want to earn master's degrees, as many as 1,250 teachers may be added to the demand pool for master's degrees each year. Most predictions indicate stabilization in the number of new teachers needed during the second half of this decade, but attrition and retirements are expected to keep the number hired annually in the neighborhood of 2,500 for some time to come.

On the other hand, production of teachers dropped in the early 1980's and remained nearly constant for the last half of that decade. If there is a need to train much larger numbers of new teachers, it could drain resources away from adding master's degree programs for teachers.

MIT Programs. Master in Teaching (MIT) and similar programs, such as the Master of Arts in Teaching (MAT) have received a great deal of interest and attention recently among teacher educators. MIT degrees are usually composed mainly of graduate level pedagogy coursework plus internship experiences. They provide an opportunity for an individual with a bachelor's degree in another field to complete certification requirements and the master's degree simultaneously. In the last couple of years four institutions in this state have instituted post-bachelor's certification programs leading to a master's degree after 15 months to two years of combined study and internship. Approximately 150 students are

currently enrolled in these programs. Several other institutions are in the development or implementation stages with similar degree programs.

Another version is the integrated bachelor's-master's degree certification program in which the student begins pedagogy and field experiences around the junior year, continuing through an additional year of graduate study. This type of program is more commonly, though not universally, titled an MAT. (Some institutions use MAT as a degree designation for subject area master's degrees designed for practicing teachers.)

MIT/MAT programs are viewed as a way both to strengthen the subject area preparation of teachers and to bring mid-career individuals holding bachelor's degrees into the field. The support of the Governor for professionalization of the teaching field has also led his office to encourage programs which award the master's degree as a pre-service degree.

There are arguments both for and against this direction in teacher education, but it is clear that this will be one of the major ways in which teachers are trained in this state. Numerous attempts have been made to cost out the relative value of both types of master's degrees, including cost of the degree, lost earnings, and future earnings. Conflicting results always ensue, so there is no clear financial advantage in either type of program. In any case, to the extent that prospective teachers utilize MIT programs, it will reduce demand for master's degrees after the teaching career is underway. While at least three public universities are considering or planning to offer this degree, it is impossible to accurately project the impact of such programs at this time. It is sometimes suggested that up to half of all new teachers may be trained in MIT programs in the near future. Programs of this magnitude would substantially reduce the demand for master's degrees by new teachers entering the system each year.

Alternative Certification. Continuing efforts by legislators and others may culminate in some form of alternative certification becoming available in this state. Alternative certification is a process whereby some number of individuals who already hold at least a bachelor's degree would be certified as teachers without having completed the requisite teacher preparation curriculum. It is assumed that teachers certified by this system would reduce the demand on pre-certification programs, but increase the demand on in-service and graduate degree programs. Due to the reduction in pre-service credit needs, there might be a slight gain in resources available for master's degree programs, in comparison to not implementing such a system.

Admissions Standards. Public institutions have statewide admissions standards for graduate study, with individual institutions adding various requirements of their own. Private institutions' standards also vary from one to another. There are a small number of teachers who do not qualify for regular admission to public institutions. It has never been assumed that graduate study would be of interest to or appropriate for every person who completed a bachelor's degree. It is also recognized that the usual standards for admission to graduate study have not been clearly demonstrated to be closely correlated with good K-

12 teaching. This does not, however, imply that the degree itself is unrelated to good teaching. The tension surrounding this factor has not been resolved, nor is it likely to be within the context of the current issue.

Quality/Responsiveness. Most people connected with teaching or with teacher education recognize that master's degree programs offered in this state vary widely in both quality and responsiveness. Some programs manage to attain high standards in both areas. Others would have to be rated low on both. A few have high quality standards, but are not as attentive to the needs or interests of the students, while still others are extremely responsive, but are less concerned with quality. To complicate the issue further, some programs seem occasionally to be accused of lack of quality more because of their non-traditional nature than because of any knowledge of the program itself. The reverse is also true when a traditional program is inaccurately assumed by its very nature to be unresponsive.

Every contact with both teachers and with institutions reinforces the conclusion that the two issues cannot be considered separately. Both must be specifically recognized and attended to in any efforts to address the issue under consideration. Emphasizing quality at the expense of responsiveness is likely to result in a generation of teachers alienated from the institutions of higher education and feeling even more ill-used by the requirements of their profession. Emphasizing responsiveness at the expense of quality will, without doubt, result in a graduate degree so devalued as to be worthless to anyone with professional aspirations.

CONCLUSIONS

All of the above additional factors will influence any efforts undertaken to address the demand for master's degree programs. They are not, however, factors easy to quantify and are difficult to include in any equation balancing supply and demand. Attempts have been made to include some of the major numerical factors in the assumptions on which the supply and demand projections are based.

PART V

CONCLUSIONS AND RECOMMENDATIONS

CONCLUSIONS

Three major issues emerged from this study of graduate education for teachers. The first is the question of how to increase the number of openings available in graduate programs to match the number of students who need or want to avail themselves of such programs. This question must be addressed on both a short term basis for the large group of teachers interested in the degree for career enhancement, and on a longer term basis for the smaller group of teachers entering the public school system each year.

The second question is the location of degree programs for a more or less placebound population. Some rural areas with sizable numbers of teachers remain essentially unserved, while some urban areas are significantly underserved.

The third question deals with the content of graduate programs currently offered or being developed for teachers. Teachers are asking for programs that are relevant, practical, and directly applicable to their role as classroom teachers. Institutions are concerned that master's degrees maintain their identity as more intellectually rigorous and more theoretically oriented than bachelor's degrees or a fifth year program. Synthesis needs to be found in viewing graduate education for teachers as preparation for their role in the schools of the next century--as thoughtful problem solvers, leaders in system change, and experts in the diversity of ways in which children develop and learn.

The problems posed in this report are difficult and complex and do not lend themselves to simple solutions. While institutions can and should be encouraged to design master's programs more responsive to teachers' needs and, where possible, more conveniently located and scheduled, these changes will only solve a small part of the problem. Public and private institutions in the state are already stretched near or at capacity in these programs, and the very large number of teachers seeking master's degrees cannot be accommodated in the very near future without increasing or reallocating state resources. Unfortunately, all of this comes at a time when the state's resources are severely limited, decreasing the likelihood of additional new funding.

The tables and graphs on the following pages summarize the comparison between supply and demand. Table 15 shows current and anticipated enrollment and current and new demand, and attempts to show how quickly demand could be met by the existing system, assuming the legislature funds branch campus programs. Figure 7 makes the same comparison on a graph, showing that the existing system can, in fact, absorb the demand for master's programs, but not fully until 1999-2000.

Table 16 is an approximation of the growth of the institutional system for delivering master's degrees for teachers over a four year period. The information for the various years is not equally complete or reliable. The numbers for the public institutions for 1991-92 also include the assumption that branch campuses would be funded at the level of institutional requests. Without that funding, the total for 1991-92 would be 300-400 lower, which would decrease somewhat the rate at which the current demand could be met. Nevertheless, the table clearly shows the substantial expansion of the system within a few years time in response to the current demand for these programs. It suggests that the institutions have responded, in terms of capacity, to the best of their ability.

Table 15

MASTER'S DEGREES FOR TEACHERS
SUMMARY: SUPPLY AND DEMAND

	SUPPLY				DEMAND		
	Total Enrollment	Graduates	plus Added Openings	Total Openings	New Teacher Demand	Total Openings Minus New Demand	Remaining Current Demand
1988-89	4500						
1989-90	5900	1000	1400				
1990-91	6200	1400	300 *	1700			9665
1991-92	7200	1500	1000 **	2500	1250	1250	8415
1992-93	7200	2000	0	2000	1250	750	7665
1993-94	7200	2100	0	2100	1250	850	6815
1994-95	7200	2400	0	2400	1250	1150	5665
1995-96	7200	2400	0	2400	1250	1150	4515
1996-97	7200	2400	0	2400	1250	1150	3365
1997-98	7200	2400	0	2400	1250	1150	2215
1998-99	7200	2400	0	2400	1250	1150	1065
1999-00	7200	2400	0	2400	1250	1150	0

* May be underestimated.
** May be spread over several years.

Total Enrollment is the currently anticipated approximate number of all teachers in master's degree programs. It is assumed that the system is near its limit to expand without additional resources.

Graduates, beyond 1990-91, is roughly one-third of the enrollment from three years previous.

Added Openings is estimated program expansion and additions.

Total Openings is the number by which total demand (new plus current) can be reduced each year as students enter programs.

New Teacher Demand is the number of teachers entering the K-12 system each year who will need or want master's degrees. One-half of the estimated number of teachers entering the K-12 system each year are assumed to be in this group. A wide variety of factors may raise or lower this number.

Total Openings Minus New Demand is the remaining openings available for current teachers after meeting new teacher demand.

Remaining Current Demand is the number of current teachers whose interest in entering a program remains unmet at the end of each year.

Figure 7

MASTER'S DEGREES FOR TEACHERS

SUMMARY: SUPPLY AND DEMAND

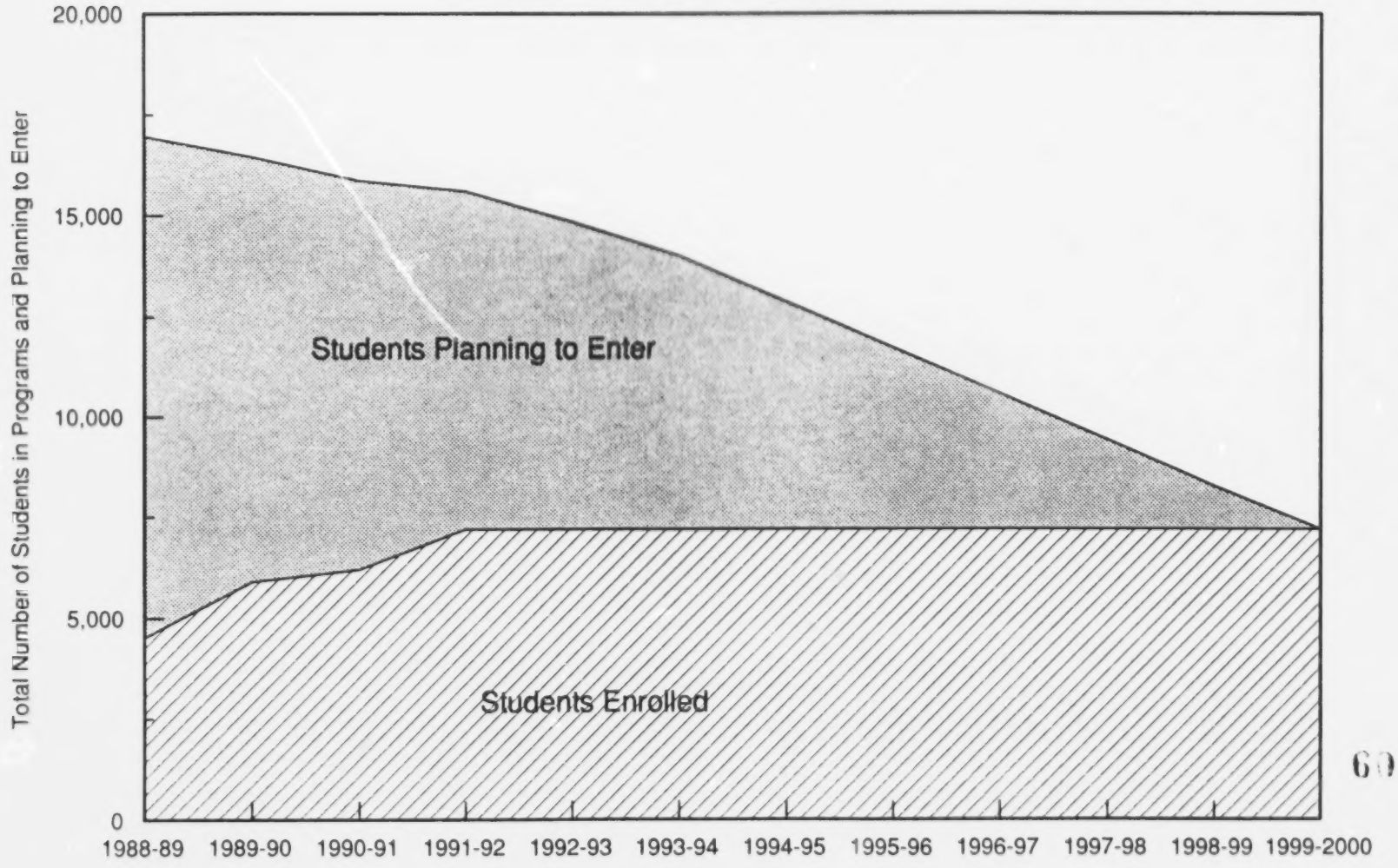


Table 16

INSTITUTIONAL TOTALS: ENROLLMENT*
IN MASTER'S DEGREE PROGRAMS FOR PRACTICING TEACHERS
(Data for various years not equally complete or reliable
--use only for general comparisons by sector over time)

PUBLIC INSTITUTIONS	1988-89	1989-90	1990-91**	1991-92***
University of Washington	537	674	674	1,124
Washington State University	157	180	245	370
Central Washington University	309	342	342	372
Eastern Washington University	733	985	985	985
Western Washington University	395	522	624	672
TOTAL	**2,131**	**2,703**	**2,870**	**3,523**
PRIVATE INSTITUTIONS (IN-STATE)				
Antioch College	29	50	50	50
City University	0	0	105	210
Gonzaga University	248	386	410	466
Heritage College	210	430	430	430
Pacific Lutheran University	312	320	320	320
University of Puget Sound	122	160	160	160
St. Martin's College	73	79	79	114
Seattle Pacific University	285	350	350	420
Seattle University	201	239	239	239
Whitworth College	171	171	171	171
TOTAL	**1,651**	**2,167**	**2,314**	**2,580**
PRIVATE INSTITUTIONS (OUT-OF-STATE)				
Lesley College	591	751	781	781
Northwest Nazarene College	0	0	20	80
University of Portland	90	195	255	255
TOTAL	**681**	**946**	**1,056**	**1,115**
GRAND TOTAL	**4,463**	**5,816**	**6,240****	**7,218*****

*Does not include initial certification programs such as MIT's.
**Estimate based on discussions with limited number of institutions--not surveyed.
***Estimate based on survey of future institutional plans. May take more than one year. Depends on anticipated branch campus funding.

RECOMMENDATIONS

The recommendations outlined below are intended to focus the attention of the Legislature and the higher education community on the critical importance of providing master's degrees for teachers over the next few years, while recognizing the limited financial resources of the state. These recommendations are consistent with the Board's long-range enrollment plan and its 1991-93 budget recommendations.

A. Recommendations to the Legislature:

1. The Board endorses the policy of meeting the current demand for master's degrees for teachers at the rate represented in Figure 7, with a goal of completion no later than 1999-2000.

2. The Board recommends that the Legislature fund incentive grants through the proposed Fund for Excellence program in order to develop a limited number of outstanding, collaborative programs among institutions and with the K-12 system which are responsive to the needs and interests of teachers.

3. The Board recommends that the Legislature consider the graduate education interests of teachers by funding the requested level of branch campus FTE's.

4. The Board recommends that the Legislature fund the requested enhancement of the WHETS system to expand the distance learning opportunities for teachers as well as others.

5. The Board recommends that the Legislature expand the Conditional Teacher Scholarship program to enhance the opportunity to attend graduate school for teachers who need a master's degree to meet certification requirements.

B. Recommendations to institutions:

1. Institutions should adapt graduate programs in departments other than education to the needs of teachers--e.g., combinations of evening, weekend, and summer courses for a master's degree program in biology, political science, arts, etc.

2. Institutions should re-examine and revise their graduate programs for teachers to ensure that they are preparing teachers to be full participants in the process of redefining and restructuring public education as leaders, problem solvers, system development specialists, and experts in child development and learning.

3. Institutions should ensure that their graduate programs for teachers are relevant, are of high quality, and exemplify excellent teaching.

4. Institutions should increase current offerings in master's degree programs for teachers to the extent necessary to meet the demand by 1999-2000, as shown in Figure 7, provided that the Legislature funds the institutional budget requests.

5. The Board encourages the private institutions to continue to expand their programs to the extent they are reasonably able to do so.

6. Institutions should collaborate across public/private and higher education/K-12 lines to develop programs, including summer institutes, site-based programs, and other innovations.

7. The higher education consortium for telecommunications should coalesce around the need for graduate programs for teachers and move as rapidly as possible to develop and deliver appropriate programming. One example would be programs including one-third each of common telecommunications courses, regular faculty from various institutions teaching on-site, and summer programs on campuses.

8. Institutions should consider cooperating with community colleges, as well as with public school entities, to build short term programs at a variety of sites, utilizing faculty from all sectors as collaborative teams.

CHARLES E. COLLINS
Chair

STATE OF WASHINGTON
HIGHER EDUCATION COORDINATING BOARD
917 Lakeridge Way, GV-11 • Olympia, Washington 98504 • (206) 753-2210 • (SCAN) 234-2210

SURVEY FORM FOR TEACHERS

Dear Teacher,

The availability of master's degrees for teachers is of concern to many people in the state. You may be among them, either for yourself or your colleagues.

The Higher Education Coordinating Board, together with representatives of public and private universities and colleges, teachers, and policy-makers, is undertaking a study of master's degrees for teachers.

An important part of the study involves finding out what teachers want in master's degree programs, and where those teachers are currently living and working.

We need your help in this effort by completing the enclosed survey form and returning it in the envelope provided.

Information about you and your ideas will be compiled into a statewide study. If you wish to receive a report of the study, please contact the HECB at the above address in January, 1991.

PLEASE MAIL THE COMPLETED SURVEY AS SOON AS POSSIBLE, AND NO LATER THAN SEPTEMBER 22, 1990.

Thank you for your help. We value your ideas and are eager to include them in our study.

Sincerely,

Jane C. Sherman
Policy Associate

THE TEACHER SURVEY

MASTER'S DEGREES FOR TEACHERS:

A STUDY OF SUPPLY AND DEMAND

In 1987, the Legislature approved major changes in teacher certification requirements. The requirements affect teachers who have not received continuing certification by August 31, 1992. Teachers with continuing certification before that date never need to obtain a master's degree, unless they wish to do so for salary enhancement or for professional development. Teachers who do not have continuing certification by that date will have several years to earn a master's degree, depending on how long they have had initial certification.

In addition, the Legislature has approved a salary allocation schedule which will send districts significantly more money for teachers holding a master's degree. Whether individual teachers receive this level of salary increase will depend on each district's contract with its teachers.

Both certification and salary considerations, among other factors, will influence teachers decisions to seek graduate degrees.

SEPTEMBER, 1990

PLEASE RETURN BY SEPTEMBER 22, 1990

HIGHER EDUCATION COORDINATING BOARD

TEACHER SURVEY

Questions about what and where you teach will help us to understand where various master's degree programs are needed.

1. In what district do you teach?_____#____
   School District Name

2. At what level do you teach?

   Pre-school ☐

   Elementary ☐

   What grades or specialty areas do you teach?

   _____

   Middle/Jr. High ☐

   High School ☐

   What subject(s) do you teach?_____

   _____

		0-1	2-5	6-15	16+
3.	How many years have you been teaching in this district?	☐	☐	☐	☐
4.	How many years have you been teaching altogether?	☐	☐	☐	☐
5.	For approximately how many more years do you expect to teach?	☐	☐	☐	☐

Information about your certification and degree status will identify how many teachers need master's degrees for continuing certification.

6. Which **one** of the following describes your current status?

☐ I have **continuing** (standard) certification with a bachelor's degree and _____additional graduate credits.
(number)

☐ I have **initial** (provisional) certification with a bachelor's degree and _____ additional graduate credits.
(number)

7. Do you expect to obtain continuing certification by August 31, 1992?

☐ Not applicable. I already have continuing certification.

☐ **YES**, with a bachelor's degree and additional graduate credits.

☐ **YES**, with a _____(M.Ed.,M.A.,etc.) degree in

_____
subject area or field

from_____
institution city or town

☐ **NO**, I will not have continuing certification by August 31, 1992.

Questions about your plans for graduate study will help us understand how many teachers will be interested in master's degrees in the near future.

8. Are you currently enrolled in a master's degree program?

☐ **YES**, in a _____ (M.Ed.,M.A., etc.)

degree program in_____
subject area

at_____ at_____
institution city or town

I expect to finish in_____(year)

☐ **NO.**

9. If you are NOT currently enrolled, how likely are you to begin a master's degree program within the next five years:

Not at All	Not Very	Don't Know	Likely	Almost Certain
☐	☐	☐	☐	☐

In order for institutions to be responsive to student needs and interests, we need to know about your preferences.

10. In what field or area of study would you like to earn a master's degree?

_____

11. What formats do you prefer for a master's degree program? (Please check all that would be acceptable to you)

☐ Summers only

☐ Weekends only

☐ Partially telecommunications

☐ Partially self-directed

☐ Evenings Only

☐ Academic year days

☐ Combinations of evenings, weekends, and summers

12. Please identify how important you consider each of the following possible elements of a quality master's degree program. **THEN PLACE A CHECK MARK BESIDE THE FIVE YOU BELIEVE TO BE THE MOST CRITICAL.**

		Very	Somewhat	Not at all
☐	Emphasis on theoretical basis for practice	☐	☐	☐
☐	Understanding of research methods and findings	☐	☐	☐
☐	Ability and opportunity to conduct own research	☐	☐	☐
☐	Emphasis on action research	☐	☐	☐
☐	Classroom application of principles and theories	☐	☐	☐
☐	Regular interaction with faculty and students	☐	☐	☐
☐	Exploration of current teaching models	☐	☐	☐
☐	Exploration of current curricular models	☐	☐	☐
☐	Broad coverage of the teaching field	☐	☐	☐
☐	In-depth understanding of a specialty area	☐	☐	☐
☐	Self-directed learning opportunities	☐	☐	☐
☐	Emphasis on methods for effective teaching	☐	☐	☐
☐	In-depth understanding of an academic content area	☐	☐	☐
☐	Practical strategies for classroom use	☐	☐	☐
☐	Other (please specify) _____	☐	☐	☐

WAIT! HAVE YOU CHECKED THE FIVE YOU CONSIDER THE MOST CRITICAL?

13. What is the farthest you are willing to travel for a degree program? (Check **one** choice for each type of course. Indicate N/A if you would not attend that type of course at all.)

	N/A	local district site	local ESD site	30 min. or less	30-60 minutes	over 60 min
summer courses	☐	☐	☐	☐	☐	☐
weekend courses	☐	☐	☐	☐	☐	☐
evening courses	☐	☐	☐	☐	☐	☐
telecommu-nications courses	☐	☐	☐	☐	☐	☐
full-time, day prog.	☐	☐	☐	☐	☐	☐

14. Would you be willing to pay as much as twice the current public university rate for the program you really wanted?

☐ YES ☐ NO ☐ DON'T KNOW

15. What is the most important consideration for you in selecting a graduate program?

For many people there are factors which interfere with being able to or interested in earning a master's degree. It would help us to know what some of those might be.

16. How important are each of the following possible **BARRIERS** to attaining a master's degree, for you personally?

		Very	Somewhat	Not at all
a.	Distance of program from my home	☐	☐	☐
b.	Length of time to complete program	☐	☐	☐
c.	Cost of tuition and fees	☐	☐	☐
d.	Inconvenient scheduling	☐	☐	☐
e.	I may not meet admission requirements	☐	☐	☐
f.	Lack of direct usefulness to my job	☐	☐	☐
g.	Lack of support from spouse/family	☐	☐	☐
h.	Faculty are not challenging or lack academic qualifications	☐	☐	☐
i.	Too near retirement to be worthwhile	☐	☐	☐
j.	Lack of child care for evening/weekend program	☐	☐	☐
k.	Lack of child care for on-campus summer program	☐	☐	☐
l.	Lack of available financial aid	☐	☐	☐
m.	Other_____	☐	☐	☐

PLEASE RETURN THE SURVEY FORM, BY SEPTEMBER 22, IN THE STAMPED ENVELOPE PROVIDED

THANK YOU

APPENDIX B

REQUESTED MAJORS BY GROUPS

Respondents who requested programs in the arts, special education, English and related areas, school administration, counseling, business areas, and computer education were slightly more likely than other respondents to expect to enroll in a program within the next five years. They were not asked whether they expected to enroll in their field of choice.

There were substantial differences in the programs requested by respondents teaching at different levels. The numbers of teachers at the pre-school level are too small to be distributed meaningfully among so many variables. Teachers at other levels appear to be interested in fields that would be expected for that level.

MAJORS REQUESTED BY LEVEL

	PRE	ELEM	JRHI	HS
Education/elementary educ/curriculum	--	17%	11%	11%
Reading/language arts/whole language	--	18%	5	--
Art/music/drama/creativity/arts educ	--	8%	9%	5%
Science/biology/chemistry/geology sci educ	--	2%	7%	9%
Mathematics/mathematics education	--	--	7%	4%
Special education/school psychology	25%	10%	3%	6%
Library science	--	2%	1%	1%
Physical educ/health/sports admin	--	1%	3%	4%
English/literature/creative writing/speech	--	1%	8%	8%
School administration	12%	7%	9%	7%
History/political sci/international rels/soc studies	--	--	8%	11%
Counseling	--	5%	7%	5%
Early childhood educ	50%	10%	--	--
Business, technology, vocational	--	--	--	7%
Computers/computer educ	13%	5%	8%	4%

APPENDIX C

IMPORTANT CHARACTERISTICS BY GROUPS

Characteristics by Level. There are also several significant differences in what teachers believe is most important in a program, depending on the level at which they teach. "Exploration of current teaching models" is endorsed by:

64% of the pre-school teachers,

43% of the elementary teachers,

30% of the middle/junior high teachers, and

22% of the high school teachers.

As might be expected, those teaching at more than one level fall somewhere in the middle with 33% who endorse this statement.

"In-depth understanding of a specialty area" is among the most important elements for:

73% of the pre-school teachers

27% of the elementary teachers

42% of the middle/junior high teachers

39% of the high school teachers, and

40% of those teaching at more than on level.

Since the majority of pre-school teachers in the public schools are found in special education programs, their emphasis on a specialty area is easy to understand. Elementary teachers are clearly more interested in understanding and applying the methods and strategies of effective teaching than in an in-depth understanding of a specialty area. Secondary teachers are much more likely to endorse this response, but not by a majority. Teachers of more than one level, most of whom indicate that they are specialists in such areas as music, art, or special education, respond to this question like secondary rather than elementary teachers.

The question of "In-depth understanding of an academic area" was considered among the most important components of a program by smaller margins of all groups than the preceding question, but again in the direction one might expect:

18% of the pre-school teachers,

18% of the elementary teachers,

33% of the middle/junior high teachers,

33% of the high school teachers, and

26% of those teaching at more than one level.

Characteristics by Experience. There are several minor, but statistically significant, differences among teachers with differing amounts of experience as teachers. For example, "Understanding research methods and findings" was considered among the most important elements of a program by only a small minority of teachers at all stages of experience. However, twice as many respondents in the 6-15 year range endorsed this item than did those with more experience. Less than 1% of teachers with 0-1 years of experience marked it among the top five elements.

UNDERSTANDING RESEARCH BY YEARS OF EXPERIENCE

Years Experience	Percent Marking in Top Five
0-1	<1%
2-5	13%
6-15	16%
16+	8%

Approximately half of all teachers marked "Classroom applications of principles and theories" as among the top five elements. Depending on years of teaching, however, this rate of endorsement ranges from 45% to 57%.

CLASSROOM APPLICATIONS BY YEARS OF EXPERIENCE

Years Experience	Percent Marking in Top Five
0-1	50%
2-5	57%
6-15	55%
16+	45%

"Regular interaction with faculty and staff" was strongly endorsed by teachers at all stages of their career, although most strongly by those with 2-5 years of experience.

REGULAR INTERACTION BY YEARS OF EXPERIENCE

Years Experience	Percent Marking "Very Important"
0-1	69%
2-5	82%
6-15	72%
16+	65%

A matching pattern emerged among those with various levels of experience who checked this item among the top five:

REGULAR INTERACTION BY YEARS OF EXPERIENCE

Years Experience	Percent Marking in Top Five
0-1	44%
2-5	51%
6-15	39%
16+	33%

"Exploration of current curricular models" is also most strongly endorsed by respondents with 2-5 years of experience, though not by a majority at any level. Again, the most experienced teachers seemed to feel the least need for this element to be included in a graduate program.

CURRICULAR MODELS BY YEARS OF EXPERIENCE

Years Experience	Percent Marking in Top Five
0-1	37%
2-5	44%
6-15	38%
16+	29%

The least experienced teachers were also the most invested in seeing "Practical strategies for classroom use" included in a graduate program, although all of the respondents were very interested in this item, and the differences among levels of experiences were quite small.

PRACTICAL STRATEGIES BY YEARS OF EXPERIENCE

Years Experience	Percent Marking in Top Five
0-1	75%
2-5	72%
6-15	72%
16+	62%

Considering that the most experienced teachers appear to be the least interested in master's degree programs, as well as the least interested in specific components on which they differ from less experienced teachers, it may be worth examining what program characteristics are most important to this large group of highly experienced educators. Their own Top Five of graduate studies reads as follows:

1. Practical strategies for classroom use
2. Emphasis on methods for effective teaching
3. Classroom application of principles and theories
4. Self-directed learning opportunities
5. Regular interaction with faculty and students.

The only difference here is the importance they attach to the opportunity for self-directed learning opportunities, in comparison to less experienced teachers, who ranked that item slightly lower.

APPENDIX D

TEACHER SURVEY QUESTION NUMBER 15:

What is the most important consideration for you in selecting a graduate program?

SELECTED, REPRESENTATIVE RESPONSES:

- Will it make me a better teacher!
- The investment is time that might displace the time and energy devoted to the classroom. There is a finite pool of energy/time for paper grading, planning, district responsibilities and a home life, so the fear and basic consideration must be whether the pursuit of the degree reduces the quality of teaching. The program must supplement or compliment the teaching and not be an add-on to an already overburdened schedule.
- I am unable to find a graduate program near enough to me that still meets my needs. Portland State and UW have programs that look promising, but with a 4 year old daughter, I really can't go that far.
- I want a quality, respected program. I am concerned about the number of programs that seem to be a "buy your Master's in 18 short weekends," approach. I do not want a degree that future employers will view as the rubber stamp program of the 90's.
- If the program would directly benefit what I am doing. It is not fair to my students to be working on a Masters during the school year-they would not get the attention and extras they need.
- The cost of the credits/program along with mow much I would be required to take which did not suit my needs and/or have any relationship to what is going on in the classroom! If the intent of requiring a master's degree is, in fact, better teachers, then classes offered must provide a great deal of support for change (if, in fact, change is required) and there must be a direct correlation between course information and its applicability in the classroom setting. Classes must be taught through the utilization of the latest brain and learning style and intelligence research-in other words they ought to be taught as a model for the way teachers ought to be teaching!
- Quality of content in area of interest.

- Geographic and time availability because I live and work on Orcas Island. Universities need to be more accommodating to professionals in scheduling and entrance requirements. The GRE & Millers analogy test for professionals working and holding degrees are ridiculous. Telecommunications are a must, especially for islanders. School Administration Masters Programs are the least flexible and most limiting alternatives to Professionals.

- It is my belief that teachers should not have to use their measly earnings to pay for courses/programs that will improve their effectiveness as educators. Teaching is the only profession that requires its employees to do this, with little compensation resulting. When programs and/or compensation is given, I will only then consider entering a masters program. I am a teacher with a family. Spending vast sums of money in improving my education experience would take food from my own family's table.

- A program which offers me opportunity to have a voice in what courses will work for me.

- Several things: (1) Quality of Program (2) Finding the time (3) Finding the money.

- (1) Convenience (2) Money

- I have 4 young children, so at this time it is location and cost.

- Quality of instruction/opportunities to explore and apply models. Money comes next in line!

- If it truly provides additional marketable skills instead of a loop to jump through.

- I want a program that has practical application to my teaching, one that I feel directly enhances my performance as a teacher.

- Quality of professors and their lack of a "factory" output kind of feeling.

- We have to pay too much already! Especially with the salary we get! It needs to be financially reasonable. Schools should offer great financial aid packages for those of us required to get a Masters, but don't make enough money teaching to pay for extra classes! The program also needs to be quality and have a good reputation. Accessibility is also important.

- Willingness to be flexible in accepting graduate credits from off-campus classes because of the long distance I live from any college or university.

- Interest in the program offered as well as distance having to travel.

- I am interested in a program that will make me an "expert" in my area. I want more want more than an MA on a piece of paper. I want in depth, comprehensive information from experts (well respected ones) in the field.

- $$$$$ Why so expensive?

- Practical skills for the classroom teacher.

- Interesting and challenging-not Mickey Mouse.

- Cost-also-a graduate program would need to truly enhance my effectiveness in the classroom.

- I have taken 39 graduate credits and, as yet, I have not used the materials in my room. I would like to find a graduate program that has some educational value, I feel the educational programs are a waste of time and money.

- I would want to know if the program would make me more effective in the classroom. At present, I see desperate teachers neglecting their classes in order to "buy" credentials. Others who have a MA often are ineffective in the practical world. When I evaluate my own children's teachers, it is not by their credentials, but by the quality of their classroom that I am impressed. The concept involved here is nothing but teacher abuse and is detrimental to our struggling educational system. I am glad to retire in 10 years.

- Cost-I am a single parent, with 5 children, with student loans to pay off for completing a degree to teach. Freedom-to choose which classes apply to my teaching needs.

- Accessibility and application to my current teaching position. I am not interested in attaining a master's degree for salary advancement only.

- I already selected a graduate program a few years back in reading. I had no choices in classes. I had instructors who were wide on theory and almost completely ignorant of the real world of public education. Most of my instructors were so lazy that they "taught" for 4 weeks and has us share our projects for 6 weeks. I tried to do a field project instead of taking composition and I was given misinformation when I planned to do it in the summer. (I was told I could, then told I couldn't.) No one gave me clear guidelines-they kept changing the rules each time I submitted my project over the next several quarters. (I submitted it about 7 times.) I finally gave up. From kindergarten to B.S.+90, my masters work was the least valuable.

- COST!! Since we do not earn enough to pay for your masters!

APPENDIX E

CHARLES E. COLLINS
Chair

STATE OF WASHINGTON

HIGHER EDUCATION COORDINATING BOARD

917 Lakeridge Way, GV-11 • Olympia, Washington 98504 • (206) 753-3210 • SCAN 234-3210

PLEASE RETURN THIS SURVEY BY SEPTEMBER 30, 1990

SURVEY

OF LOCATION AND CHARACTERISTICS OF

ON-CAMPUS AND OFF-CAMPUS

MASTER'S DEGREE PROGRAMS FOR TEACHERS

INSTITUTION:_____

Please complete a survey form for each location at which a program is offered and for each time frame of each program--e.g., if a degree is typically obtained by some students in summer only, and by others in academic year only time frames, complete two survey forms for that location. If most students utilize a mixed time frame, or only one is offered, complete only one form for that program.

1. Title of Program:_____

2. Is this program

   on-campus_____

   or off-campus_____ (specify site)_____

3. Type of program: M.Ed.___; M.A./M.S.___; MIT___; MAT___

   Other_____

4. Concentration or field of study:_____

5. During the 1989-90 academic year, including the subsequent summer, how many individuals were enrolled in this program?_____

   During the 1988-89 academic year, including the subsequent summer, how many individuals were enrolled in this program?_____

6. Number of master's degrees awarded in 1989:_____

7. Estimated number of degrees to be awarded in 1990:_____

8. Is this an on-going program_____

   or a time-limited or one-time program_____

9. Is this program offered during the:

   a. Academic year only_____
      Day time_____
      Evening/night_____
      Weekend_____

   b. Summer only_____
      Day time_____
      Evening/night_____
      Weekend_____

   c. Year round_____

      1) Academic year portion:
         Day time_____
         Evening/night_____
         Weekend_____

      2) Summer portion:
         Day time_____
         Evening/night_____
         Weekend_____

10. How many of the faculty teaching in this program are:

_____Regular, on-campus faculty

_____Regular, site-based faculty

_____Adjunct/community faculty

_____Teaching by telecommunications

_____Other (_____)

11. What are the average tuition and fee costs of this program per student quarter hour?_____ (or semester hour_____)

12. Is this program:

State supported_____

Self-sustaining_____

Contracted_____

Other_____

13. What financial aid is available to these students?

INSTITUTIONAL ENROLLMENT AND DEGREE DATA

	On-Going	Reg	Site	Adj	Enrollment 1988-89	Enrollment 1989-90	Degrees Award. 1989	Degrees Award. 1990	Cost
PUBLIC FOUR-YEAR INSTITUTIONS									
University of Washington									
On-campus - Seattle									
M.Ed. Education	yes	65	0	0	524	660	157	192	All programs: $144/qtr hr
MAT Biology Teaching	yes	11	0	0	9	10	1	1	(state-supp/academic yr;
MAT English Teaching	yes	60	0	0	4	4	7	3	self-sus/summer)
TOTAL:					537	674	165	196	
Washington State University									
On-campus - Pullman									
M.Ed. Administration	yes	9	2	0	12	14	3	6	All programs: $152/sem hr
MA Administration		0	2	0	6	6	1	0	(state-supp/academic yr;
MA Curriculum	yes	9	2	0	3	4	0	0	self-sus/summer)
M.Ed. Curriculum	yes	9	2	0	3	3	0	0	
M.Ed. Literary Education	yes	all	0	0	10	12	6	7	
MA Literary Education	yes	all	0	0	2	1	1	1	
M.Ed. Elementary Education	yes	all	0	0	42	54	5	8	
MA Elementary Education	yes	all	0	0	3	4	0	2	
M.Ed. Sports Admin & Superv	yes	4	0	0	10	7	1	2	
Ms. Rec & Leisure Stds	yes	5	0	0	2	2	2	1	
M.S. Exercise Science	yes	5	0	0	14	12	4	5	
M.S. Movement Studies	yes	4	0	0	9	8	4	8	
SUBTOTAL ON CAMPUS:					116	127	27	40	

	On-Going	Reg	Site	Adj	Enrollment 1988-89	Enrollment 1989-90	Degrees Award. 1989	Degrees Award. 1990	Cost
Branch Campus - Tri-Cities									
M.Ed. Educ & Couns Psych	yes	4	0	4	28	44	11	12	
M.Ed. Educational Admin	yes	2	0	2	13	9	1	2	
M.Ed. Reading & Lang Arts	yes	0	2	0	0 (30 in 1990-91)	0	0	0	
M.Ed. Elem Education	yes	0	2	0	0 (10 in 1990-91)	0	0	0	
Branch Campus - Vancouver									
M.Ed. Elem Education	yes	0	5	0	0 (25 in 1990-91)	0	0	0	
MIT (initial cert.)	yes	0	5	0	0 (25 in 1991-92)	0	0	0	
SUBTOTAL BRANCH CAMPUSES:					41	53	12	14	
TOTAL:					157	180	39	54	
The Evergreen State College									
On-campus - Olympia									
MIT	yes	all	0	0	0	0	0	0	$86.80/qtr hr
		(4-8)	0	0	(25 in 1990-91)				
TOTAL:					0	0	0	0	
Central Washington University									
On-campus - Ellensburg									
M.Ed. Superv & Curriculum	yes	all			17	16	1	3	All programs: $87/qtr hr
M.Ed. Special Education	yes	all			17	28	8	12	(state-supp/academic yr;
M.Ed. School Psych	yes	all			15	22	6	6	self-sus/summer)

	On-Going	Reg	Site	Adj	Enrollment 1988-89	Enrollment 1989-90	Degrees Award. 1989	Degrees Award. 1990	Cost
M.Ed. School Counseling	yes	all			13	15	1	3	
M.Ed. Business & Marketing Education	yes	all			14	18	4	5	
M.Ed. Individualized Studies	yes	all			0	0	0	0	
M.Ed. Master Teacher	yes	all			55	71	16	22	
MAT Math Teaching	yes	all			15	13	7	7	
M.Ed. Reading Specialist	yes	all			29	27	14	14	
M.Ed. Administration	yes	all			26	27	6	9	
SUBTOTAL ON CAMPUS:					201	237	63	81	
Off-campus - South Seattle CC									
M.Ed. Reading Specialist	yes	75%	25%		58	52	11	11	
M.Ed. Administration	yes	75%	25%		50	53	16	23	
SUBTOTAL OFF-CAMPUS:					108	105	27	34	
TOTAL:					309	342	90	115	
Eastern Washington University									
On-campus - Cheney									
M.Ed Tech: Indus Educ	yes	all	0	0	4	4	2	2	All programs: $87/qtr hr
M.Ed. Business Education	yes	5	0	1	8	10	3	4	(state-supp/academic yr;
M.Ed. Elem Education	yes	all	0	0	39	36	15	17	self-sus/summer)
M.Ed. Reading Spec	yes	all	0	0	42	38	15	14	
M.Ed. Counseling & Develop	yes	6	0	0	82	73	16	14	
M.Ed. French	yes	3	0	0	12	73	2	3	
M.A. School Psychology	yes	5	0	0	7	6	3	8	
M.Ed. Special Education	yes	all	0	0	10	20	5	8	
M.Ed. Mathematics	yes	all	0	0	4	4	2	3	
M.Ed. Art	yes	all	0	0	2	2	1	1	
M.Ed. Marketing Educ	yes	1	0	0	2	3	1	2	
M.Ed. Business Educ	yes	5	0	1	8	10	3	4	
M.Ed. Foundations of Educ	yes	all	0	0	8	9	2	4	

	On-Going	Reg	Site	Adj	Enrollment 1988-89	Enrollment 1989-90	Degrees Award. 1989	Degrees Award. 1990	Cost
M.Ed. School Admin	yes	10	0	1	55	57	9	16	
M.Ed. Library Sci Media	yes	2	0	1	19	18	4	7	
M.Ed. Early Childhood Educ	yes	99%	0	1%	40	50	10	22	
M.Ed. Curriculum Spec	yes	20	0	0	157	258	26	35	
M.Ed. Public School Serv	yes	3	0	0	32	37	8	6	
M.Ed. Supervising Teach	yes	20	0	0	13	10	3	3	
M.Ed. Computer Sciences (interdisciplinary)	yes	all	0	0	16	16	5	7	
M.Ed. Social Science Ed	yes	2	0	0	4	3	2	2	
M.Ed./M.A. Health, Phys Ed, Athletics	yes	5	5	0	66	81			
SUBTOTAL ON CAMPUS:					630	818	137	182	
Off-Campus - Tri-Cities									
M.Ed. Admin Principal	yes	2	0	1	15	11	1	4	$82/qtr hr (self)
M.Ed. Superv Teaching	no (ends '91)	5	0	2	1	1	1	1	$82/qtr hr (self)
M.Ed. Curriculum	no (ends '91)	8	0	3	47	62	14	19	$82/qtr hr (self)
Walla Walla									
M.Ed. Education	one-time	9	0	3	32	32	0	0	$102/qtr hr (self)
Moses Lake									
M.Ed. Curriculum & Instruc	one-time	8	0	0	8	61	0	0	$102/qtr hr (self)
SUBTOTAL OFF-CAMPUS:					103	167	16	24	
TOTAL:					733	985	153	206	

	On-Going	Reg	Site	Adj	Enrollment 1988-89	Enrollment 1989-90	Degrees Award. 1989	Degrees Award. 1990	Cost
Western Washington University									
On-Campus - Bellingham									
M.Ed. School Admin	yes	1.5	0	0.75	170	176	20	47	All programs: $87/qtr hr
M.Ed. Elementary Educ	yes	100%	0	0	10	15	8	12	(state-supp/academic yr;
M.Ed. Reading	yes	100%	0	0	8	10	4	3	$100/qtr self-sus/summer)
M.Ed. Natural Sciences/ Science Education	yes	4	0	0	39	55	8	18	
M.Ed. School Counseling	yes	9	0	1	6	7	6	5 (1991)	
M.Ed. Secondary Educ	yes	12	0	0	75	120	14	19	
M.Ed. Exceptional Children	yes	3	0	1	16	19	3	11	
M.Ed. Spanish	reinstated				reinstated summer 1990				
M.Ed. German	reinstated				reinstated summer 1990				
M.Ed. Physical Education	yes	5	0	1	20	19	11	9	
SUBTOTAL ON CAMPUS:					344	421	74	124	
Off-Campus - Arlington									
M.Ed. Education	2 cycles	6	0	2	21	34	18	5	$100/qtr hr (self)
Seattle									
M.Ed. School Admin	yes	0	1	75%	30	32	11	20	$100/qtr hr (self)
M.Ed. Secondary Educ	yes	0	4	4	(new Fall '90-25)				
Olympia									
M.Ed. Elementary Educ	yes	2	3	5	0	20	0	0	$100/qtr hr (self)
M.Ed. Sec Curriculum: Computers	limited time	3	2	4	(new Fall '90-37)		0	0	$100/qtr hr (self)

	On-Going	Reg	Site	Adj	Enrollment 1988-89	Enrollment 1989-90	Degrees Award. 1989	Degrees Award. 1990	Cost
Silverdale/Kitsap									
M.Ed. Sec Curriculum	yes	6	4	0	(new Fall '90-37)		0	0	$100/qtr hr (self)
M.Ed. Elementary Educ	yes	5	1	5	(new Fall '90-30)		0	0	$100/qtr hr (self)
Everett									
M.Ed. Elementary Educ		100%	0	0	0	15	0	0	$100/qtr hr (self)
SUBTOTAL OFF-CAMPUS:					51	101	29	25	
TOTAL:					395	522	103	149	
PRIVATE FOUR-YEAR INSTITUTIONS									
Antioch College									
M.A. Education	yes	5	0	4	29	50	7	5	$240/sem hr (self) (approx. equiv.)
M.A. Education: Teaching & Inquiry (initial certif.)	yes	5	0	4	0 (Jan. '91 start date)	0	0	0	
TOTAL:					29	50	7	5	
City University									
On-campus - Mercer Island									
M.Ed. Education		0	0	all	(new Fall '90 - 30)				All programs: $153-$185 qtr hr (self)
SUBTOTAL ON CAMPUS:					0	0	0	0	

	On-Going	Reg	Site	Adj	Enrollment 1988-89	Enrollment 1989-90	Degrees Award. 1989	Degrees Award. 1990	Cost
Off-Campus - Puyallup									
M.Ed. Education		0	0	all	(new Fall '90 - 50)				
Wenatchee									
M.Ed. Education		0	0	all	(new Fall '90 - 25)				
SUBTOTAL OFF-CAMPUS:					0	0	0	0	
TOTAL:					0	0	0	0	
Gonzaga University									
On-campus - Spokane									
M.A. Counseling Psychology	yes	11	0	0	12	12	6	6	All programs self-sus:
M.Ed. Teach Special	yes	8	0	3	25	25	10	10	$240 sem hr
M.A. Principal Cert	yes	8	0	3	40	30	20	20	
M.A. Teaching	yes	8	0	3	40	40	15	15	
M.Ed. Special Education	yes	8	0	3	20	20	7	7	
SUBTOTAL ON CAMPUS:					137	127	58	58	
Off-campus - Colville									
M.A. Admin & Curriculum	yes	70%	0	30%	24	46	22	18	$150/sem hr (self)
Spokane - District #81									
M.A. Admin & Curriculum	yes	70%	0	30%	20	66	17	18	$150/sem hr (self)

	On-Going	Reg	Site	Adj	Enrollment 1988-89	Enrollment 1989-90	Degrees Award. 1989	Degrees Award. 1990	Cost
Colfax									
M.A. Admin & Curriculum	yes	70%	0	30%	0	20	0	0	$160/sem hr (self)
Mead									
M.A. Admin & Curriculum	limited	70%	0	30%	20	20	0	18	$150/sem hr (self)
Ephrata									
M.A. Admin & Curriculum	limited	70%	0	30%	0	20	0	0	$160/sem hr (self)
East Valley									
M.A. Admin & Curriculum	yes	70%	0	30%	27	24	22	19	$160/sem hr (self)
Central Valley									
M.A. Admin & Curriculum	yes	70%	0	30%	20	20	0	18	$150/sem hr (self)
Cheney									
M.A. Admin & Curriculum	limited	70%	0	30%	0	25	0	0	$160/sem hr (self)
Federal Way									
M.A. Admin & Curriculum	limited	70%	0	30% (Fall '90-21)		0	0	0	$150/sem hr (self)
West Valley - Spokane									
M.A. Admin & Curriculum	limited	70%	0	30% (Fall '90-21)		0	0	0	$160/sem hr (self)

	On-Going	Reg	Site	Adj	Enrollment 1988-89	Enrollment 1989-90	Degrees Award. 1989	Degrees Award. 1990	Cost
Newport									
M.A. Admin & Curriculum	limited	70%	0	30% (Jan. '91)		0	0	0	$160/sem hr (self)
Liberty									
M.A. Admin & Curriculum	limited	70%	0	30% (Jan. '91)		0	0	0	$160/sem hr (self)
SUBTOTAL OFF-CAMPUS:					111	241	61	91	
TOTAL:					248	368	119	149	

	On-Going	Reg	Site	Adj	Enrollment 1988-89	Enrollment 1989-90	Degrees Award. 1989	Degrees Award. 1990	Cost
Heritage College									
On-campus - Toppenish									
M.Ed. Profess Develop	yes	7	0	0	50	100			All programs self-sus: $150 sem hr
M.Ed. Guidance & Counseling	yes	4	4	10	30	60	2	50	$175/sem hr
SUBTOTAL ON CAMPUS:					80	160	2	50	
Off-campus - Omak									
M.Ed. Profess Development	limited				30	30			$150/sem hr
Tri-Cities									
M.Ed. Profess Development	limited	7	10	35	100	150	6	60	$150/sem hr
Sunnyside									
M.Ed. Profess Development	limited					50			$150/sem hr
West Valley (Yakima)									
M.Ed. Profess Development	limited					40			$150/sem hr
SUBTOTAL OFF-CAMPUS:					130	270	6	60	
TOTAL:					210	430	8	110	

	On-Going	Reg	Site	Adj	Enrollment 1988-89	Enrollment 1989-90	Degrees Award. 1989	Degrees Award. 1990	Cost
Pacific Lutheran University									
On-campus - Tacoma									
M.A. Educ Admin	yes	8	0	3	67	67	18	20	All programs self-sus: $356/sem hr academic yr
M.A. Classroom Teaching	yes	8	0	3	56	58	14	25	$190/sem hr - summer
M.A. Counseling & Guidance	yes	3	0	3	87	95	14	15	
M.A. Educ Psychology	yes	2	0	3	8	7	1	5	
M.A. Reading	yes	3	0	2	29	31	5	12	
M.A. Special Educ	yes	4	(+8 visiting)		65	62	16	25	
TOTAL:					312	320	68	102	
University of Puget Sound									
On-campus - Tacoma									
M.Ed. Administration	yes	5	4	4	50	62	10	21	All programs self-sus: $162/sem hr
M.Ed. Counseling	yes	5	0	4	40	50	10	17	
M.Ed. Improv of Instruc	yes	5	0	2	32	48	6	13	
MAT	yes	14	0	3	0	60	0	0	$344/sem hr
TOTAL:					122	220	26	51	

	On-Going	Reg	Site	Adj	Enrollment 1988-89	Enrollment 1989-90	Degrees Award. 1989	Degrees Award. 1990	Cost
St. Martin's College									
On-campus - Lacey									
M.Ed. Curriculum & Instruc	yes	3	0	2	25	33	6	10	All programs self-sus:
M.Ed. Computers in Educ	yes	1	0	2	24	20	6	6	$298/sem hr
M.Ed. Special Educ	yes	1	0	2	4	5	1	1	$175/sem hr - summer
M.Ed. Guidance & Counseling	yes	1	0	1	20	21	4	3	
TOTAL:					73	79	17	20	
Seattle Pacific University									
On-campus - Seattle									
M.Ed. Curriculum & Instruc	yes	95%	0	5%	170	200	50	60	All programs self-sus:
M.Ed. Reading	yes	70%	0	30%	75	100	25	40	$170/qtr hr
M.Ed. School Admin	yes	70%	0	30%	40	50	25	30	
(Four sites offer 18 credit core; specialized courses on-campus: ESD 121, Everett, Lake Washington, Bremerton)									
TOTAL:					285	350	100	130	
Seattle University									
On-campus - Seattle									
MIT	yes	10	0	3	0	0	0	0	All programs self-sus:
M.Ed./M.A. Curriculum & Instruction	yes	9	0	7	130	156	43	48	$222/qtr hr - all qtrs All other programs:
M.Ed./M.A. Educ Admin	yes	1.4	0	5	45	55	11	18	$222/qtr hr - acad yr
M.Ed./M.A./M.C. School Counseling	yes	6	0	6	26	28	9	12	$164/qtr hr - summer
TOTAL:					201	239	63	78	

	On-Going	Reg	Site	Adj	Enrollment 1988-89	Enrollment 1989-90	Degrees Award. 1989	Degrees Award. 1990	Cost
Whitworth College									
On-campus - Spokane									
MIT Elem & Sec	yes	14	0	2	13	35	0	6	All programs self-sus: $145/qtr hr
MAT E.S.L.	yes	50%	0	50%	2 (newly admitted)	6	17	14	$90 qtr hr
MAT PE	yes	50%	0	50%	9 (newly admitted)	6			$90/qtr hr
MAT Gifted & Talented	yes	50%	0	50%	3 (newly admitted)	7			$90/qtr hr
MAT Special Educ	yes	50%	0	50%	5 (newly admitted)	4			$90/qtr hr
MAT Reading	yes	50%	0	50%	10 (newly admitted)	10			$90/qtr hr
M.Ed. Guidance & Counseling	yes	50%	0	50%	39 (newly admitted)	38	56	79	$90/qtr hr
M.Ed. Educ Admin	yes	50%	0	50%	17 (newly admitted)	9			$90/qtr hr
M.Ed. General Education	yes	50%	0	50%	73 (newly admitted)	89			$90/qtr hr
TOTAL:					171	204	73	99	
OUT OF STATE DEGREE GRANTING INSTITUTIONS									
University of Portland									
Off-campus - Longview									
General Education	yes	2	0	16	0	0 (30 in 1990-91)	0	0	All programs self-sus: $453/3 credit course

	On-Going	Reg	Site	Adj	Enrollment 1988-89	Enrollment 1989-90	Degrees Award. 1989	Degrees Award. 1990	Cost
Hoquium/Aberdeen									
General Education	yes	2	0	16	0	0 (30 in 1990-91)	0	0	
Ilwaco									
General Education	yes	2	0	16	0	20	0	9	
Elma									
General Education	yes	2	0	16	0	20	0	7	
Lacey									
General Education	yes	2	0	16	20	30	0	21	
Kelso									
General Education	yes	2	0	16	20	30	3	6	
Chehalis									
General Education	yes	2	0	16	25	40	0	42	
Vancouver									
General Education	yes	2	0	16	25	35	5	8	
Stevenson									
General Education	yes	2	0	16	0	20	5	8	
TOTAL:					90	195	13	101	

	On-Going	Reg	Site	Adj	Enrollment 1988-89	Enrollment 1989-90	Degrees Award. 1989	Degrees Award. 1990	Cost
Lesley College									
Off-campus - Auburn									
M.Ed. Computers	limited				32	32			All programs self-sus: $170/sem hr
Bellevue									
M.Ed. Computers	limited				24	24			
Bothell									
M.Ed. Computers, Curriculum, & Instruction	limited				78	78			
Gig Harbor									
M.Ed. Curriculum & Instruc	limited				30	30			
Highline									
M.Ed. Curriculum & Instruc	limited				32	32			
Kent									
M.Ed. Computers, Curriculum, & Instruction	limited				75	135			
Lakewood									
M.Ed. Computers	limited				22	22			

	On-Going	Reg	Site	Adj	Enrollment 1988-89	Enrollment 1989-90	Degrees Award. 1989	Degrees Award. 1990	Cost
Oak Harbor									
M.Ed. Computers, Curriculum, & Instruction	limited				74	74			
Olympia									
M.Ed. Computers, Curriculum, & Instruction	limited				84	136			
Port Orchard									
M.Ed. Computers, Curriculum, & Instruction	limited				84	108			
Tacoma									
M.Ed. Computers, Curriculum, & Instruction	limited				56	80			
Tenino									
M.Ed. Curriculum & Instruc	limited				(new Fall '90-30)				
TOTAL:					591	751	0	0	
Northwest Nazarene College									
Off-campus - Kennewick	yes	8	0	3	0 (new in Fall '90-20)	0	0	0	$165/s hr (self)
TOTAL:					0	0	0	0	
GRAND TOTAL ALL SCHOOLS:					*4463*	*5909*	*1044*	*1565*	

APPROXIMATE CURRENT (1990-91) ENROLLMENT*
BY LOCATION OF PROGRAM:
EDUCATIONAL SERVICE DISTRICT, COUNTY, AND CITY

	CITY	COUNTY	ESD
ESD 189			**544**
WHATCOM		421	
Bellingham	421		
SNOHOMISH		49	
Everett	15		
Arlington	34		
ISLAND		74	
Oak Harbor	74		
ESD 121			**2,462**
KING		1,800	
Seattle	1,448		
Mercer Island	30		
Bellevue	24		
Bothell	78		
Highline	32		
Kent	135		
Auburn	32		
Federal Way	21		

*Does not include initial certification degrees such as MIT's.

	CITY	COUNTY	ESD
PIERCE		662	
Tacoma	560		
Puyallup	50		
Gig Harbor	30		
Lakewood	22		
ESD 114			**175**
KITSAP		175	
Port Orchard	108		
Silverdale/Kitsap	67		
ESD 113			**442**
THURSTON		332	
Olympia	193		
Lacey	109		
Tenino	30		
LEWIS		40	
Chehalis	40		
GRAYS HARBOR		50	
Hoquiam/Aberdeen	30		
Elma	20		
PACIFIC		20	
Ilwaco	20		
ESD 112			**140**
COWLITZ		60	
Longview	30		
Kelso	30		

	CITY	COUNTY	ESD
CLARK		60	
Vancouver	60		
SKAMANIA			
Stevenson	20	20	
ESD 105			**487**
YAKIMA		250	
Toppenish	160		
Sunnyside	50		
West Valley	40		
KITTITAS		237	
Ellensburg	237		
ESD 171			**136**
CHELAN		25	
Wenatchee	25		
OKANOGAN		30	
Omak	30		
GRANT		81	
Ephrata	20		
Moses Lake	61		
ESD 123			**369**
BENTON/FRANKLIN		337	
Tri-Cities	337		
WALLA WALLA		32	
Walla Walla	32		

	CITY	COUNTY	ESD
ESD 101			**1,485**
WHITMAN		147	
Pullman	127		
Colfax	20		
SPOKANE		1,292	
Cheney (& Spokane)	843		
Spokane	364		
Mead	20		
East Valley	24		
Central Valley	20		
West Valley	21		
STEVENS		46	
Colville	46		
TOTAL			**6,240**

APPENDIX H

CHARLES E. COLLINS
Chair

STATE OF WASHINGTON

HIGHER EDUCATION COORDINATING BOARD

917 Lakeridge Way, GV-11 • Olympia, Washington 98504 • (206) 753-2280 • (SCAN) 234-2280

PLEASE ADDRESS THE FOLLOWING QUESTIONS IN TERMS OF YOUR OVERALL INSTITUTIONAL PLANS FOR MASTER'S DEGREE PROGRAMS DESIGNED FOR TEACHERS:

1. Identify near term (by July 1, 1992) plans for changes, such as:

   a. expansion in enrollment (how many, where)

   b. expansion to specific additional locations (where, how many at each site)

   c. addition of concentrations or fields of study (which ones)

   d. changes or additions in format or time scheduling (to what)

2. Identify any barriers or disincentives to the planned changes.

3. What kinds of long-range, creative, or hypothetical changes would you like to see in your master's degree offerings for teachers within the next five to ten years? What are the barriers to implementing such changes?

4. What plans do you have for continuing, dropping, or altering any current 5th year programs?

5. What plans do you have for developing a master's program for initial certification or an integrated bachelor's-master's sequence for initial certification?

6. What plans do you have or are you making to meet continuing needs for post-masters credit?

7. Please describe the admission requirements for graduate programs for teachers.